

**USING STRUCTURE STRATEGY TO IMPROVE READING
COMPREHENSION OF GRADE VIII STUDENTS OF SMP 1 WONOSARI
IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as Partial Fulfillment of the Requirements to Obtain a *Sarjana Pendidikan* Degree in
English Language Education



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APPROVAL

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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 11 October 2013

Penulis,



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DEDICATIONS

I dedicate this thesis to my beloved mother, my beloved father, my beloved brother and my beloved sister, thank you for endless love, care, understanding and patience poured to me

MOTTO

Recite in the name of your Lord who created-

Created man from a clinging substance

Recite, and your Lord is the most Generous-

Who taught by the pen-

Taught man that which he knew not

Al-Alaq (The Clot) : 1-5

The roots of Education are bitter but the fruit is sweet

-aristotle-

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At last, I realize that this thesis is still far from being perfect. Thus any constructive criticism and suggestion for the improvement of this thesis are highly appreciated. Hopefully this thesis is able to give contribution for the readers and useful for the English teaching and learning process.

Yogyakarta, October 11th , 2013

Fitri Apriliyani

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ABSTRACT

The objective of this research was to improve students' reading comprehension of grade VIII students of SMP 1 Wonosari in the Academic year of 2012/2013 through the use of structure strategy during the reading activity in the classroom.

This research was categorized into action research. The subjects of the research were the students at grade eight of SMP 1 Wonosari in the Academic year of 2012/2013. The instruments used in this research were observation checklists, interview guidelines, tests and camera. The data were collected in two forms, qualitative and quantitative data. The qualitative data were collected by observing the teaching learning process and interviewing the students. The quantitative data were obtained by conducting pretest and posttest for the students. Assembling data, coding the data, comparing the data, building meaning and interpretation and reporting outcomes were the stages of the data analysis to analyze the qualitative data. Meanwhile, the quantitative data were analyzed to find mean and standard deviation scores from tests. There were five validities that were used, democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

The research results show that the students' reading comprehension skills improved through the use of structure strategy. The group discussion when applying structure strategy changed the students from the passive readers into active readers. The students became aware of the structure that underline the text and they could obtain message from the text. By using structure strategy, they also were trained to guess meaning from the context. Guessing meaning from context solved the students' problems related to the lack of vocabulary in comprehending texts.

CHAPTER I INTRODUCTION

A. Background of Problem

Reading skills are really important for students. As one of four basic skills in learning language, reading skill is used to access information that is needed by students on their life. Many resources of information such as internet, television, newspaper all in form of code of language that needs to be deciphered in a reading activities. On the academic context where students learn, reading has a close relationship with knowledge, as information mostly is available in a form of text, students need to have a good reading skill. The good reading skills will be beneficial for students as they can read and discover new knowledge and actively get involved in the discussion in the classroom. Therefore, being good readers will enable students to have broader knowledge so they can be active students.

Having a good reading ability is really urgent for students. When students need to continue their education to the higher level of education, a test is conducted to see how well students learn on certain stage of education. The test to measure students' mastery is mostly in a form of text. Therefore, to understand all the direction and instruction on the test, students need a good reading ability. To sum up, the reading ability is not only important but also urgent at any level of study.

Based on the observation on the field of research, not all of students have a good reading ability. Students were low in comprehension as they have

difficulties in accessing the vocabulary which are used in certain texts. They suddenly felt so demotivated when they found unfamiliar words. As the result, they left the text and jumped to the questions related to details beneath without inferring or understanding message inside the text. Without training themselves to read thoroughly, they were really lacking in finding main idea, inference and some explicit information.

The teacher in the classroom tried to solve the problem on the low comprehension ability of students. Some of the techniques such as scanning and skimming were already taught during the process of learning activities. However, teaching the reading techniques only was not really effective to solve the lack of vocabulary which made students feel demotivated to continue reading the texts. Another way that could rise students' motivation to read first was needed then applied the techniques in reading. Finding the meaning of difficult words at the beginning of reading activity could be one of solutions, but in real time reading the meaning of some words are not listed in the text. Therefore, it can be said that this technique was quite not practical for students. Training students to guess meaning from context was needed in this situation. While students were already demotivated while finding difficult words, guessing meaning cannot be done since students did not read the text thoroughly. Therefore, first thing to solve in this case was for the motivation to read the whole text for students and enriched their comprehension which led them to be able to guess meaning for particular words.

Numerous studies had been conducted to improve students' comprehension in reading texts. One of the studies was about applying genre-

based approach which was developed by Halliday, based on systemic functional grammar theory. Genre has been used to refer the different style of texts which was adapted by Halliday, that each text serves certain functions which determine the generic structure of discourse (Nunan, 1993 : 48-49). This leads to the particular structure of text that can be used to help students in comprehending text as the text structure has influence in effective and efficient comprehension. (Nichols : 2001)

This research was conducted for students in SMP 1 Wonosari or in the junior high school stage. As Junior High School students are in age of teenager, they are still in the middle of transforming into independent learners. Therefore, some aids to make them more motivated in reading are still needed. In learning the structure of the text, applying structure strategy in a diagram made them use their creativity and make them feel motivated. The students broke down the structure of the text and arranged the information in a diagram to help them in comprehending the text efficiently. This also made students the active readers during reading activity in the classroom.

Breaking down a text into pieces of structure and making use of the coherence among ideas on the text were introduced by Meyer in 1980. Based on her research she concluded that good readers use their knowledge of text structure to build coherent memory representation. Part of cohesive devices is signal word. Signal words can be the basic clues in understanding text and structure strategy can be also used when the existence of signal words are not adequate.

Learning how to use structure strategies in comprehending text also made students follow the logical structure of the text to understand how the writer organized ideas. Identifying signal words made students increase their own learning and thinking by looking at how writer developed the texts. After the students could see how the text was organized, the students could develop their own writing with their experience in comprehending texts.

Introducing structure strategy to students from the early stage of junior high school make them get enough exposure on structures of the texts that will be useful for them to prepare the higher level of education. Moreover, by having clear purpose of reading, students are expected to be more motivated in reading. Therefore, I choose “Using Structure Strategies to Improve Comprehension of Grade VIII Students of SMP 1 Wonosari” as my research project for my bachelor’s degree.

B. Identification of Problems

There are some factors that influence students’ reading skills. The problems come from both students and teachers. The problem from students included the lack of vocabulary and lack of motivation. The lack of vocabulary could due to lack of exposure in the previous stage of education. Lacking of vocabulary interfered with the students’ comprehension. Moreover, unfamiliar words made students demotivated to continue reading the whole text, so guessing meaning for the particular words became difficult to be done.

The next problem from students is the motivation from students. As teenagers, a bulk of alphabets with several unknown words made them so dizzy.

Since not all information could be gathered, the enjoyment in reading text could not be achieved. Only silent reading and answering questions like the conventional method made the students bored and demotivated. The students needed more aids to make them motivated and challenged to access information from the text. The aids in reading activities included pictures and diagrams. These two items were proved to make students more motivated in reading a text especially story.

Another problem was that some students were not trained to use the signal words that could help them in comprehending the texts by correctly following the writer's idea through the sign of signal words. In reading, the students were not applying the suitable strategies or even mislead using another strategy. This happened when the students could not define the purpose of reading. The purpose of reading will determine the strategy used, therefore the students should already be familiar with the structure of the texts.

Overall, students' problems in understanding texts are defined into two. They are students' lack of vocabulary to access information on the texts and students' low motivation in learning reading. The lack of vocabulary mastery prior of implementation of structure strategy found on students' work in the observation. The students' works show that in questions about vocabulary mastery, most of students are wrong in answering the question.

Furthermore, the lack of vocabulary interfered with students' comprehensions because as students saw the difficult words, they tend to stop reading the text. The students did not want to continue to read the whole text, thus they could not get the intended message from the text. The students usually

jump to the questions and answer session. In teaching and learning we cannot just see problem from one side. We need to also identify problems that come from another party in education.

Another important party in education is teacher. There are some problems related to the teachers in the classroom. In teaching reading, the teachers usually just come to silent reading without having pre-reading activities or telling the purpose of reading. The silent activity is then followed by answering questions based on the text without any explanation on the strategies that can be applied in comprehending text. Therefore, the method applied by the teachers in classroom needs to be evaluated.

In hand with the method, the materials and task which were introduced to students needed to be examined more. The students found that the text was so difficult, this could be because the material adjustment simply did not meet the students' level. The method that was applied in this research was related to how such text was brought to the classroom, how a text was broken down into several part to make students see the common pattern using signal words and how the tasks was used to assess students' comprehension.

In the process of teaching and learning, some problems happened in relation to the lack of pre-reading activities and no clear purposes of reading. During the process of reading activities, pre-reading activity did not well organized before really into the reading activity. The impact of that could be seen that the students were not really ready to read and having difficulties in recalling their background knowledge related to the issues on the text.

No clear purpose of reading sometimes misleads students in doing the task. During the process, students should be able to identify the purpose of reading a text, whether it is to obtain the whole meaning, the specific items, and the explicit or implicit information. This should be trained so students will be familiar with reading strategies. Students usually just jump and read the details of text, without inferring or try to comprehend the text. It would be more efficient in time and quality if students can apply the reading strategies in every reading activity that they do.

One of strategy that can be applied to make students aware of purpose of reading is structure strategy. As this strategy make use of the common structure in developing texts, students can have expectation in reading a text. However, teachers teach the strategies on reading, while do not show how to really use it. They were shown the theory of bottom-up, skimming or scanning, and other strategies but only in the knowledge stage. The practical strategies like using the signal words and guessing meaning of words based on the context should be trained, instead of just taught. This will be really helpful for students to read correctly and efficiently.

C. Limitation of Problems

Problems in reading text in a classroom especially in grade VIII were so complicated. Therefore, to make this research efficient, the researcher will limit the problem that will be solved or improved in this action research.

The problems on this research were limited into the problems related to students, especially the lack of vocabulary and motivation when reading a

text. The lack of vocabulary was chosen as urgent problem that need to be solved as this one can really affected students motivation. When students met a difficult word they became demotivated so they did not continue to read the whole text. By applying structure strategy, the students were expected to be able to grasp the whole meaning of the text, therefore, their lack of vocabulary could be solved using the guessing meaning in the context after the students were successfully grasp the whole meaning of the text.

By using structure strategies, students were introduced to the graphic mapping story to the texts, so they were trained to follow the organization of the texts and have purposive reading by using graphs that simplified the texts and made the activities in reading class fun for students as it was similar to the pictures that made students motivated.

D. Formulation of Problem

Based on the background of the study, identification of problem, and limitation of the problem, the problem was formulated as follows : “How to improve reading comprehension of students Grade VIII SMP 1 Wonosari using structure strategy?”

E. Purpose of Research

This research aimed to improve reading comprehension of grade VIII students in SMP 1 Wonosari by applying reading strategies using structure strategy to follow the way authors organize the texts.

F. Significance of Research

The result of this study is expected to give some significance for the following parties.

1. For English teacher of SMP 1 Wonosari, it provides input in improving students' reading skill that can be applied for future reading teaching and learning process.
2. For The Principal of SMP 1 Wonosari, it provides input to improve the quality of teaching and learning English in the school.
3. For the English teacher of SMP in general, this writing gives some knowledge and understanding on how to improve SMP students' reading ability.
4. For the English Education Study, this research enriches the technique used to improve students' comprehension in reading activities.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Definition of Reading and Reading Comprehension

Alderson (2000:3) defines reading as interaction between readers and the text. In this process, the readers also think about the meaning of interaction to them, the relation between the meaning and their knowledge and their expectation form reading a text. This definition is supported by Celce-Murcia (2001:154) and Alyousef (2005 : 144) who state that reading is an interaction process between readers and a text which leads to automaticity or reading fluency.

The expectation of readers that is mentioned in the definition of reading by Anderson gives the sense that reading is not only deciphering code into sounds. As stated by Rivers (1981:261) that reading is a process of enunciating the conventional way of sounds symbolized by the printed or written marks on the script. Although reading is like a silent activity but actually there is a process of pronouncing the words. In academic context, the readers are not learning how to decipher the code anymore, but they learn how to get the content of the text presented.

The definition from Rivers leads us to the core of reading. The core of reading is actually getting the intended message that is provided on the text. Decoding the text while taking the meaning from the text is called reading comprehension.

Reading comprehension is the way understanding a written text (Grellet 1983:3). To understand the text, Snow (2002:11) states that in reading comprehension we do the process of simultaneously extracting and constructing meaning through interaction and involvement. By doing those activities, it is expected for students to get the content of the reading materials and achieve their purpose and expectation in doing reading activities.

There are several factors that affect students reading comprehension. Snow (2002:11) defines three kinds of factors that influence students' comprehension. First factor is coming from reader, which includes students' background of knowledge and schema (Brown, 2001 : 299), age of students, and reading skills. The next factor is text. This is related to the familiarity and complexity of the topic, theme and vocabulary that build the text. The last factor based on Snow is activity. During the process of extracting and constructing meaning from the text, suitable activities can help students to understand text better.

Other factors that affect students reading comprehension coming from the readers basic skills are proposed by Klinger, Vaughn and Broadman (2007 :6). Those factors are word reading, fluency, vocabulary mastery and world knowledge. Word reading here is related to how fluent the readers can decode the language. If they are lacking in decoding the word, it definitely interfere their reading processing. The vocabulary mastery is also a really important factor. Having high vocabulary mastery will definitely beneficial to know the literal meaning of the text. After knowing the literal meaning of the text, the world knowledge is important to see the intended message of the writer.

The similar factors that affect reading comprehension are also proposed by Brown. Brown (2001:299) states that there are two factors that affect the reading comprehension, which are schema and background knowledge. Those two factors are similar with the world knowledge that is proposed by Klinger, Vaugh and Broadman. The readers' knowledge or schema or background knowledge will determine their position when decoding the text. Therefore, the interpretation of the text can vary among the readers.

During the decoding of language into the message, the readers employ the technique and strategies of reading. Technique and strategies can be used if the readers know why they need to read. In this research, the readers were the students in school where the research was conducted. Therefore, importance of reading for students need to be examined.

2. The Importance of Reading

Many students are demotivated while they are assigned to read some texts. To motivate them, the importance of reading needs to be emphasized in the classroom before reading activity. According to Harmer (1998:68) one of reasons students have to learn English text is because of the study purpose. Additionally, Harmer (1998:68) states that good reading can introduce students to interesting topics, stimulate discussion, excite imagination responses and the text become the springboard for well-rounded fascinating lesson.

Students with good reading skills can access broader information from internet or other media such as newspapers or magazines, about almost anything

that they want to know all over the world. As English is the international language, the information provided in English are more than any other information presented in other languages. Therefore, students will be much advantaged in their life.

In academic context, reading skill is very important. This is in line with statement from Grabe (2009 : 5) that reading is a process in which readers learn something from what they read and involve it in academic context as part of education. Therefore to access that knowledge in academic context, students need to have good reading skills. Moreover, the need of sufficient skill in reading is really urgent as when students want to continue to the higher education level, students do the test in English which mostly done in written test. To sum up, the mastery of reading, especially reading English is really urgent and important for students at any level of study.

3. Teaching Reading

Teaching reading means teaching receptive skill. Teaching reading in English as new language, in the case in Indonesia as foreigner language is a complex system. Reading in their native language has its own difficulty, so do reading in foreign language. Teaching reading for language learners, just like students in Indonesia, follows several steps before reaching the comprehension level. Those steps are include recognizing the alphabets, words and syllable sounds, and then move to the reading comprehension.

In reading, the first thing that needs to be done by all readers are decoding the written form of language into sounds or sound images in the brain. In this case

English uses the Roman alphabet which are shared with most of the people in the world. In this context in Indonesia, readers do not learn about decoding the language from the alphabets anymore as students are capable enough to decode the written form of English. Therefore, teaching reading for students in Indonesia especially in Junior high school focuses on the comprehension strategy. To teach reading comprehension, there are several approaches that can be applied in the classroom.

a. Approaches and Methods in Teaching Reading Comprehension

Based on Klingers, Vaughn and Broadman (2007 : 130) there are three approaches in reading comprehension. These approaches are reciprocal teaching, transactional strategies instruction and collaborative strategy reading. Those three approaches rely on the peer discussion as important factors in improving reading comprehension.

Reciprocal teaching initially designed for students of middle schools who can decode but lacking in comprehension (Brown and Palinscar in Klinger et.al 2007:131). There are four strategies that are proposed in this approach: predicting, making summary, question generating and clarification. The foundation theory of this approach is proximal development zone, scaffolding and proleptic teaching. Dialogue and scaffolding are the important factors in this approach. Proleptic teaching here means teacher sets high expectation for students that they will cope to any expectation set by teacher. In the classroom, the teacher will lead dialogue and give needed scaffolds for students. As this approach is teacher centered, the approach is grounded by cognitivists.

The next approach on reading is transactional strategic instruction. In this approach, teacher provides supports and guidance as they apply strategies while interacting with text and learning content as stated by Klingers, Vaughn and Boardman (2007 : 136). Transactional in the name of approach refers to how meaning is defined. Meaning in this approach is the interaction of the background knowledge and the information presented on the text. It can be concluded that meaning is not limited to the literal comprehension but to the next level of comprehension.

The foundation theory of the transactional strategy is the cognitivist theory. Students learn how to use repertoire of comprehension strategies in this theory. A set of strategies is introduced and students select which strategies suit certain texts. Therefore, this theory promotes the selection of suitable strategies for different texts. So, students can choose their own strategies to help them comprehend with the text.

The step of the implementation of the transactional strategies instruction begins with instruction with explanation, then modeling of strategies, and the last is practicing strategies and including metacognitive information about when and where use strategy just like what stated by Klingers, Vaughn and Boardman (2007 : 139).

The last approach in reading comprehension based on Klingers, Vaughn and Boardman (2007 : 142) is the collaborative strategic reading. This approach is primarily designed for expository text. Collaborative here emphasizes on how the class is grouped two up to five students in each group and they will discuss to comprehend. Teacher will move and monitor the discussion rather than staying in

the desk. Each student in the group has role to make the discussion lively. This is because the aim of collaborative Strategic Reading is improving comprehension in ways that maximize the students' participation in the classroom.

Since the students have their own roles, they need to report their previews, clunks, questions and what they have learned in collaborative strategic reading log which is made individually. The stages on this approach include the brainstorming prior knowledge, predicting what they will learn from the passage, guessing clunks or words that they do not understand by rereading the sentences, looking for the suffix and prefix and getting the gist of the important information from the paragraph.

Those approaches are used to make students achieve the micro and macro-skills that need to be mastered. Those skills are defined by Brown (2004:187) as below :

Microskills

- a) Discriminate among distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macroskills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.

- b) Recognize the communicative functions of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

b. Reading processing

It is explained before that extracting meaning is done in several processing. Based on the Irwin (1991) in Klinger, Vaugh and Broadman (2007:8) there are five processes that are involved in reading comprehension. Five basic comprehension processes include micro processes, integrative processes, macro processes, elaborative processes and metacognitive processes. Micro processes refer to the readers' ways in grouping words into phrases or clusters that carry meaning. The second processes are integrative processes which refer to the readers' understanding on anaphora, connectives and inferences. The third processes are about macro processes. These processes include the way readers organizing and summarizing the texts. In organizing the texts, the readers should have a good mastery organizational structure of each text such as in narrative, the readers should have good story grammar knowledge. The fourth processes are the elaborative processes which include the readers' abilities in making prediction, prior-knowledge integration, mental imagery, higher-level order of thinking and affective response

on the texts. The last processes from Irwin are the metacognitive processes which are comprehension monitoring, study skills and selection of strategies.

The processing skill in reading is identical with reading comprehension, the better the processing skill, the better the reading comprehension of students. If the students can master almost all of the processing proposed before, the students will be good readers. Similarly, Brown (2004:185) emphasizes that in order to become efficient readers, the students should be able to master three kinds of processing in reading.

The three processing on reading proposed by Brown include bottom-up, top down processing and interactive reading. In bottom-up processing, students are expected to be able to recognize multiple linguistics signals such as phrases, noun, cues and then get the whole meanings from details. In contrast, top down processing will ask students to read a text as whole first and then try to check the details such as phrases.

However Nutnall (1996:17) in Brown (2001 : 289) states that in reality students do not just use one or two processing in doing the reading activities. The readers should be able to define the purpose of reading and then decide what kind of processing that will be used. In processing the text, it is better for readers to use both of the strategies which are called interactive reading.

Understanding the key structure on the text can be done by having the interactive reading, or by using the both processing, bottom up and top down processing. Those two processing will be easier to be done if a strategy is used during processing in reading a text. There are so many strategies on reading that are

proposed by Brown (2001:306). Those strategies are having purpose on reading, graphic rules and pattern, efficient silent reading, skimming, scanning, using semantic mapping, guessing, analyzing vocabulary, distinguishing between literal and implied meaning and the last strategy is capitalizing on discourse markers to process relationship.

There are many other strategies on reading, however, in this research, one strategy will be applied for students. This strategy covers all of strategies that are presented by Brown as well as in line with the processes proposed by Irwin (1991) in Klinger, Vaugh and Broadman (2007:8). This strategy focuses on utilizing the text structure that underlines the text. In addition, the structure strategy is also promoting the use of strategies proposed by Brown as well as applying the collaborative teaching approach by giving chance to students to discuss their finding in text.

c. Structure Strategy

Structure strategy is one of strategies that focuses on seeking coherence among text ideas (Lorch and Lorch, 1995 in McNamara, 2007: 356). This strategy emphasizes on the connection between each sentence in one paragraph and see the interrelation of it to see the writer's flow of thoughts, so students can understand the ways writer arranges his idea. This strategy is included in the paragraph and discourse level of strategy proposed by Lems, Miller and Toro (2010:178) as the structural content of the text is being discussed to make students predict what they will have in certain kind of the text.

Structure strategy was chosen as the strategy that will be applied in this research because according to Mayer and Ray (2011:128) this strategy facilitates comprehension by helping reader to organize concepts based on the explicit or implied relationship that are communicated by text. Meyer et al, (1980) in Meyer and Ray (2001:128) stated that good reader use their knowledge of text structure to build coherent memory representations. The signaling words can act as cue text structure and assist readers to build coherent text representation.

In resume, Meyer and Ray (2011:128) state that the power of structure strategy is to enable students follow the logical structure of the texts to understand how authors organized the texts, use process parallel to increase students' own learning and thinking, and this strategy can help students organize their own writing skill.

This strategy is similar with mind map, graphic organizer or graph structure of the text that they express certain structure and parts of the text. Signal words can be used as the clue on what structure the passage is about. However, since the presence of signal words is getting lower by the increase of level of reading, relying on signal words seem inappropriate to prepare them to the higher level of education. This is because the more effective the reading is, the more the use of grammatical metaphor instead of explicit signal word.

Numerous research have been conducted in proving Meyer (2011:128) findings about students' comprehension using structure strategies. During her research she found that the type and structure of relationships among concepts in text dramatically influence comprehension when they occur at the top third of the

structure. However, when the same pattern of relationships occurred low in the structure, they affected comprehension minimally. This was an important finding because it encouraged future research on text structure to find out the importance of the main ideas organization within a text rather than the details.

According to Meyer and Ray (2011 : 130) this structure strategy shows that the more structured the text, whether it is causative or descriptive, the more students will be able to recall the contents of the text. Freedle's data support this finding by showing that comparison and causation structures have greater benefits for recalling, in comparison to description for the college learners. However, this do not happen in the same way for adults with little training, middle aged and also young learner, because they work better with descriptions than comparison structure. (Carrell 1984 in Meyer and Ray 2011:130).

The stages of teaching structure strategy to increase students' comprehension are explained on Meyer and Ray (2011:131) and concluded as follows:

- 1) Teacher modeling on Structure strategy: this stage is really important as students need to know that each of the text has its own structure that underline the development of the text. Students are trained to understand the part of the text instead of just told the definition of the parts of the text. In this stage, students also taught on how to make structured diagram that shows the structure strategy application of the text.
- 2) Guided Practice for Students: In this stage, after the students are shown how to make the structure strategy diagram as the visualization of the structure strategy, they need to be able to fill each of the text structure diagram with the suitable

information found in the text. The ability of students to select the correct information based on the text to the diagram of structure strategy will show how students understand what each part of the text contains of.

- 3) Modeling on How to Use Structure Strategy Diagram in Understanding text : In this stage, students are trained on how to use their diagram to increase their comprehension as well as their recalling ability on the information that is found in the text. This is important as Meyer and Ray (2011:137) state that the more intensive instruction including modeling on how to use text structure strategically for understanding and remembering. It can be seen that another modeling on how to use the diagram is important to get the maximum effect of structure strategy in improving students' comprehension.

As the structure strategy is proved that it can increase recalling from expository texts and the organization and quality of readers' recalls, it is worth to see the impact of this strategy in school in Indonesia. There is evidence showing that structure strategy instruction can increase understanding in the use of signal words, in production of good main ideas and summaries, standardize reading comprehension tests scores, and answers to questions in other kind of texts aside from exposition. Fitzgerald and Spiegel (1983) had a research on using structure strategy in narrative text and proved that this strategy can increase comprehension in this kind of text. Since not all kind of texts are taught in Junior High School, we need to look the materials that need to be taught in the research setting.

d. Guessing Meaning from Context

In comprehending the texts, it is important to the students as readers to have a good mastery in vocabulary. In each level of education, usually there are minimum number for the vocabulary mastery for students. However, it cannot be avoided that even after surpassing the minimum requirement on vocabulary mastery, the students still find some unfamiliar words in the text. Therefore, the students should be trained to guess the meaning from the context. This training allow students to keep getting the meaning even though they did not know the meaning of each word in the texts.

In training the students to guess meaning from context, Thornburry (2002:148) lists the recommended steps that can be used to train students to guess meaning. The steps include deciding the part or speech or class of words of the unknowing words. The next step is looking for further clues in the word's immediate collocates, like noun usually has article and if it is verb, is there noun following it. The next step is looking at the wider context, such as the surrounding clause or sentences to get the tone, whether it is contrast, explaining more, or can be adding examples. The step after that is looking at the form of the word for any clue as to meaning. This can be done by analyzing the affix and suffix of the words. After doing all ways on predicting by the language features, students need to read again the sentences and feel whether the guessing meaning supports the storyline or not. It will be better when at the end, the readers or the students consult the dictionary to enhance their vocabulary mastery.

e. Teaching Reading in Grade VIII Junior High School

Teaching reading in grade VIII Junior High School in Indonesia should follow the basic competency and standard competence that are issued by the Education Department of Indonesia. Those competences are written based of curriculum which is applied in the particular school. In SMP 1 Wonosari, the curriculum that is used is called School Curriculum Development. Therefore, the school has right to formulate the material that is suitable with the condition in the school.

The standards for reading in English based on curriculum 2006 for students' grade VIII for the second semester are shown on the table below.

Table 1 : The Standard and Basic Competence of English

Standard Competency	Basic Competence
1. To understand meaning in short simple essay in a form of recount, and narrative for interaction within immediate environment.	<p>1.1 Reading aloud the functional text and short simple essay in a form of recount and narrative with a good pace and intonation which is related to immediate environment.</p> <p>1.2 To respond meaning in a simple functional written text accurately, fluently which is related to immediate environment.</p> <p>1.3 To respond meaning and rhetorical stages in short simple essay accurately, fluently which is related to immediate environment in a form of recount and narrative text.</p>

Based on the table above, the students need to be able to comprehend with narrative and recount texts which are related with their immediate environment. Curriculum demands students to be able to read aloud fluently, respond the written text as well as understanding the meaning and structure or stages that build the text. This makes me sure that structure strategy is needed to help students achieve all the requirements that are formulated by the government.

The required texts that need to be learnt by students are narrative and recount. To make the research effective, I focus to the improvement of students' reading comprehension using structure strategy for narrative texts. A narrative text tells a story which has purpose to amuse or to give a view of the world that entertains or inform the readers. (Anderson,1997:6).

Understanding narrative texts can be done by understanding the structure underlining the development of narrative text. The key to comprehend narrative texts is the mastery on the structure that underline the texts, including setting, characters, events, problems and solutions (Nichols, 2001:1). This is in line with the concept of structure strategy that will be applied in the classroom during the research. If students has a common sense of structure of the text, students will be improved in not only comprehension but also the quality and creativity of stories that the students compose. (Fitzgerald and Spiegel, 1983:5). Supporting this Taylor (1992:220) states that students who are taught to identify the structure of expository and narrative text have been found to have better comprehension that students who have not received such instruction.

The instruction during teaching reading for students in Junior High School needs to be paired with suitable technique on processing the text. The technique on processing in the reading activity is a key point in understanding the texts. After mastering the technique on processing in reading, strategies are needed to give more aid to make students comprehend easily.

f. Technique on Assessing Students' Reading Comprehension

To see the understanding of students in reading, assessing students by using the comprehensible tasks is needed. The comprehensible tasks should be able to both testing and teaching. This is in line with statement from Brown (2001:207) that the best kind of tasks is the one that makes students rise their expectation, help them tease the meaning and examine the result.

Appropriate challenge is important for students in reading. By having challenge in reading, space is given for students to expand their level as well as giving them variety of topics. By giving a little challenge on the tasks, an interesting class will be created and students will be more motivated in learning.

B. Related Studies

Research using structure strategy intervention to improve reading comprehension was done in 1975 by Bonnie F Meyer. After her publication in journal, some people follow her step to prove whether the structure strategy have impact on students' recalling ability that lead to the better comprehension.

The early work in 1987 Armbruster, Anderson and Ostertag in Meyer (2011:135) have done the research about using the structure strategy for students at grade fifth. They taught a problem and solution structure. The students are given a passage that developed in problem solution structure and a sheet contains some frames. The frames were 3 boxes with an arrow from the problem box pointing towards action box (solution) and to the result box. Teacher modeled how to identify the text structure and fill the frames to break down the structure of the text. (such as done by Rosenshine and Stevens, 1986 in Meyer and Ray, 2011:135).

The study conducted by Rosenshine and Stevens as well as Armbruster, Anderson and Ostertag have a result that students who learn and trained using structure strategy can write 50% more ideas of the texts than other students who did not learn or trained using structure strategy, even though they pose the same ability when tested using the short answer test.

Another research was done by Meyer and Wijekumar (in Meyer and Ray 2011:142) in 2005 to integrate the structure strategy intervention with the web-based instruction called ITSS (Intelligent Tutor Structure Strategy). For each structure, the intelligent tutor (IT) models the strategy and gives help at each stage of identifying signaling, naming structure, writing main idea with the text on the screen and recalling the text. This also resulted in improvement of students who trained to do structure strategies. This is because Meyer believes that reader store information correspondence with the hierarchical text structure that they do when analyze the text.

The research on the structure strategy was mostly done for the exposition texts. However, Fitzgerald and Spiegel (1983) have conducted research using the text structure strategy for narrative text. They make comparison between those who are identified as lack of sense of structure and keen students in term of structure of the text. The result of study then shows that the students who have sense of text structure have better understanding than other students.

Therefore, even though the early researches are conducted mainly in exposition text, the possibility of the improvement after implementation of structure strategy for another text aside of exposition still exists. As long as the text has defined structure that is underlining the development of text is clear, structure strategy can be done and this will open more research on this strategy on other kind of texts.

C. Conceptual Framework

As explained in the theories before, reading comprehension is really important for students during learning process. Students have problems in reading due to the lack of vocabulary that makes them demotivated to continue reading and guessing the overall meaning. If students do not read the whole text, it is impossible for them to be able to guess meaning of the vocabulary that they do not know before. If this happen, their problem in lack of vocabulary is impossible to be solved. Therefore, strategies are needed to help students understand the texts easily. This research will try to make improvement on the students' comprehension using the signal words found in every academic text.

In conducting the research, I collaborated with the English teacher of the class. The English teacher and I worked together, observed and watched the students' activities to see whether their reading skills are improved or not as they used strategies in reading text. I observed day by day on the progress of students' learning to read and conducted tests in the beginning and at the end of the implementation, to know the students progress on reading activities. The research was stopped as researchers think the result of the research has already gain the target.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research that was conducted in SMP 1 Wonosari aimed to find possible ways to solve the problems of low of vocabulary and low motivation which affected students' comprehension. The focus of this research was on the effort to increase the students' reading comprehension on reading text through the use of structure strategy by making use of the structure that underlines the development of text.

This research had the purposes to solve some problems, therefore action research was chosen as the type of the research. This was after considering the theory by Burns (2010:2) that says action research is a research that involves taking a self-reflective, critical, and systematic approach to explore the teaching contexts. In this research the teacher become an investigator or the explorer of her personal teaching context while at the same time being one of the participant in it. The main aim of the Action Research is to identify a problematic situation or issue that the participants including teacher, students, managers, administrators or parents consider worth looking into more deeply and systematically. Therefore, the research here was conducted by the researcher herself who collaborate with the member of schools involving the students, the teachers, and the principle.

Based on the theory of action research by Kemmis and McTaggart (1992:22) in Cohen (2005), one of characteristics of action research is collaborative. Therefore, the members of the research actively participated on the designing, evaluating and

revising all the plans. The weaknesses found in the previous cycle become the sources in arranging the next plan on the next cycle. The next cycle is started by implementing the revised plan.

B. Research Setting

The research was conducted on the eight grade students of SMP 1 Wonosari. The school is located at the Jl.Kolonel Sugiyono 35B, Wonosari, Gunungkidul, Yogyakarta. The number of the students participated in this research were 24 students who belong to class B in grade eight in SMP 1 Wonosari.

Most of the students of SMP 1 Wonosari especially the students who participated on this research came from the middle to high economic level. Their expectation of the learning program was to graduate from school and continued to the higher level of education. The school itself was designed to produce graduated students who could compete in the global era. Most of the students continued their education to some favorite schools in Yogyakarta.

Their motivation to master English was high. They were all aware that their school was designed to reach the international level, so they tried their best to meet the expectation. However, they were sometimes demotivated by the method used in the school. As teenager they were always actively looking for challenge.

The number of English teacher in this school is 5 teachers. All of them were graduated from local universities and had bachelor degree. They all have sufficient competencies on English skills. However, time for reading is somehow less than

for speaking. This is because the focus of this school is that to make students be able to speak fluently.

The English teaching and learning process is equipped with good facilities by the school. There is a language laboratory which is ready to be used by the teachers. The teachers use the laboratory in turn.

By reflecting the needs of understanding English in higher level of education, improving the English reading skills of the students was so important. It leads the graduated students of SMP I Wonosari have bright future so the stakeholders of the school agreed to work together with me in conducting this action research.

C. Research Data Collection

The data that were collected in this research were qualitative data and completed with quantitative data. The qualitative data included the students' and teacher' opinions about reading activities in classroom. The data were collected by observation and interviews. At the beginning of the research I did personal interviews to some students and one teacher teaching the class to identify the problems on the learning and teaching process. The collaborator and I also directly observed the class and saw the teaching and learning process. The problems and shortages identified were discussed with the English teachers or collaborator to find the solutions for the problems as well as the revisions for the next applications of the strategy. The qualitative data were in a form of scores and were collected using tests.

To get the required data, the researcher needed several instruments to collect them from the field. The instruments were observation checklist, interview guidelines, camera and tests for students. The observation checklist and interview guidelines were used to reveal crucial factors and achieve process of validity. The photograph were used in the implementation to obtain the dialogic validity and the tests were used as reflection to obtain reliability of findings.

After obtaining the required data, I analyzed the result. The data were analyzed qualitatively based on theory from Burns (2010:104) which were adapted from Burns (1999: 157-160). The stages of data analysis are:

1. Assembling data : In this stage, the data were collected and reflected. The researcher then saw the ideas presented on the data and made a broad pattern on that data.
2. Coding the data : In this step, the researcher made specification of ideas and differ the kind of data.
3. Comparing the data : Since researcher collected data using some instruments, the data needed to be compared such as the data from interview with the result of the observation to lesser the subjectivity of the researcher.
4. Building meaning and interpretation : This phase covered more explanation from the data collected and refined the personal theory.
5. Reporting outcomes : after several steps of analysis, the data was ready to be reported.

The quantitative data were analyzed using descriptive statistics in a form of mean. Mean measures the central tendency that uses all the data in population. Therefore, higher mean on the posttest showed improvement from the students after the implementation of the strategy.

D. Validation of the Research

1. Democratic validity

The researchers conducted the democratic validation by giving chance to the stakeholders to give their personal opinion, idea and comments about the implication of the research. The member of the research including the teachers and the students, were involved in the discussion. The discussion was on the end of each cycle to evaluate the actions that had been implemented and to plan the next action in the next cycle.

2. Outcome validity

The outcome validity was related to the notions of actions leading the outcomes that were successful within the research context. It was done by formulating together the indicators that showed the improvement of the students' reading skills. The example of the indicators was that students were actively answer the questions of the teacher in the class in English.

3. Proess validity

This validation was related to the criterion to make the action research believable. The researchers were collecting and modifying the strategies to answer all of the questions occurred during the process. The process validity

can be conducted by doing the action based on the planned actions from the start to the last in a sequence.

4. Catalytic validity

Catalytic validity refers to what extent the research allows the participants of the research to get the benefits of the research. After the research was conducted, several changes happened. The change on students is about their behavior towards reading activity from passive to active readers. The teacher changed his perspective in teaching English and for me, this research allowed me to improve my personal skills in teaching and allowed me to work together with all participants in this research. This validity can be obtained from the discussion and reflection every after the implementation of structure strategy was applied.

5. Dialogic validity

The dialogic validation was done by discussing the findings of the research with the member of the research, some students of English Education Department and the lectures.

E. Research Procedure

1. The first step in conducting this research was finding the problem. The researcher interviewed some members of school and observed the learning and teaching process to find the problem. In this case, the researcher found that the students had low reading skills caused by some factors included the lack of vocabulary and motivation during reading process.

2. The second steps is planning

The English teacher as collaborator and I designed a plan in using structure strategies in reading in order to improve students' reading skills. It included the reminder of the 5 components of the narrative texts which are setting, characters, event, problem and solution in the story.

3. Action and observation

In this steps the researchers recorded the students' improvement. In the end of each cycle, the researcher worked together with the member of the research to analyze the result and made some revision on the plan to be implemented on the next cycle.

4. The last step was reflection which included describing significances and revising some actions and materials, considering to continue the cycle or stating that the improvement already could be seen.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATIONS

This chapter presents the process of the research, its findings and interpretations. There are three sections in this chapter. The first section is the reconnaissance, the second section presents the implementation of the action and discussion and the last one describes the scores of students during teaching and learning process.

A. Reconnaissance

In this step, some activities in finding the field problems were conducted. First, observations about English teaching and learning process of class VIII at SMP 1 Wonosari were done. Second, the English teacher and the students were interviewed to get some data input about weaknesses and suggestions related to English learning process in the classroom.

1. Identification of the Field Problem

The identification of the problems was based on observations and the results of the interviews. The initial observation was held on 30 July 2012 as I taught the class with the home room teacher during KKN-PPL program.

Since I was in KKN-PPL program at that time, the teacher and I had a quite intensive discussion every time I finished practicing on teaching. However, as in PPL programs the teaching and learning that was focused on

reading was only one meeting, I had another observation before the research began on 1 April 2013. Here is the vignette of the observation.

The class started at 8:20, when the teacher came into the class, the students were still busy with their stuffs and some of them were still talking with their friend, until the teacher greeted them. Finally, they showed their readiness to study. Then the teacher started to call the roll and went to review the materials that the students and he had in the previous meeting. Some students were actively answering questions from the teacher and some of them just stayed quiet. It turned out that in the previous meeting the students learnt about recount text. The students were really quite during the discussion session about the previous meeting, the teacher emphasized the use of past tense in recount text and recalled the story about holiday in the previous meeting. Only 2 students on the front and 2 other separated students in the third and last rows were participating in the discussion. The other looked so quiet but since I sat in the back of the class I could not see clearly their expression in their quiet state.

After a brief discussion about the last meeting, the teacher then distributed handouts for the students, each student got two pages of paper containing about 3 or 4 texts along with comprehension questions and fill in the blank questions under the text in the variation of length. I guessed the teacher wanted to have the gradual reading progress by having short, medium and quite long text in the end. The last text was probably 500 words long, a bit shorter than some texts that can be found in the students' text book. The students were surprisingly so quiet in doing the assignment. I had entered this class before during my teaching and learning practice in KKN-PPL program and the students kept discussing with their friend and showing unserious responds to my questions, so I guessed this one was be the power of the teacher. However, once the teacher was out for a while, the students started to talk to their friend and exchanged the answers as much as possible. I did not mention that the students were completely blank, some students were already done with their answers and they also found answers for some questions that they did not know. The students were given time about 60 minutes to answer all since the teacher would discuss it later on.

When I walked to the students place, I noticed that most of them were still not answering the questions for the last text or the longest text in the handout and kept playing around with their friends instead of answering all of the questions in the text. The teacher then said that he would discuss the first text first, knowing that not all students were done with the first text, he asked them to finish the questions for the first text. Then about 10 minutes later, the teacher began to discuss the text by translating

per word and then telling the story again to the students after one paragraph was done. Then, moved to the comprehension questions, for the first question, the teacher pointed a student randomly to read the question and the answer. Still like how he discussed the first text, he translated the question first and then the answer. This continued to the last sentence, not all questions were discussed. The teacher did not ask how students got the answer, which part led them to the answer and the like. Since the students really needed to see each word's meaning they needed to check and recheck the word. Therefore, some students just had a laptop stand by with them and the students checked the meaning on google translate. I did not find any dictionary with them, even an English-Indonesia dictionary.

During the discussion, not all students were participated in the questions discussion. The one who had the turn or the one who read the question was the one who paid attention mostly to the teacher. When he/she seemed to get wrong, some students then raised their hands, but the majority of students did not really interested to that. The student who was next called even needed to ask their friend on what number they were discussing, showing that he was not following the discussion. Even though it named as class discussion, the discussion was like exclusively for some students, while other preferred to play by themselves or talking with their friend, even though it was not in a really loud voice.

Finally the discussion was ended, when the teacher wanted to continue to the next text, he realized that the time was not enough, so he reviewed what they had learnt in the class and asked the students to finish all the tasks and they discussed the text in the next meeting.

When seeing the students' results on the paper they submitted, the students did not really pay attention to the meaning of the text. So many students got wrong in the questions that required them to infer information from the text. This showed that instead of read or get the message from the text, they were transferring sentences from the text.

Some data could not be obtained only by doing the observations, therefore to support the data that I had from the observation vignettes, I interviewed some students during the teaching and learning process.

R : *Dek ini kok belum selesai udah main-main* (Why are you playing while you are not done with your assignment yet?)

S : *Lha yang ini panjang kok mbak* (Because this part is long, Miss)

R : Terus kalau panjang kenapa dek? (Then, what is wrong with a long text?)

S : *Ya kan jadinya males mbak, jadi sulit ngartiinya* (We become lazy, it makes the text difficult to be translated)

Interview transcript 1 April 2013

Another interview was done to another student, who also did not answer his comprehension questions. The student did not enjoy the reading class and got bored with the text. This was how the student felt during the teaching and learning reading as shown in the interview transcript.

R : *Dek ini belum dikerjain* (Dek, your task is not done yet)

S : *Iya mbak belum* (Yes, Miss we have not done yet)

R : *Kenapa ga segera dikerjakan?* (Why would not you do this?)

S : *Panjang miss, bikin males* (It is long, so we feel reluctant to read)

R : *Kalau begitu biasanya gimana bacanya kalo panjang* (Then, what do you usually do when the text is long?)

S : *Ya tetep dibaca makanya kita bosan* (We will just read, that is why we get bored)

R : Terus gimana biar ga bosan? (Then how to get rid of the boredom?)

S : *Pake permainan mbak?* (How about using games, Miss?)

R : *Jadi membaca pake permainan?* (So, reading with games?)

S : *Ya mungkin aja bisa mbak* (It may be possible too, Miss)

Interview transcript 1 April 2013

From that interview we can see that the students were showing their lack of motivation in reading as they were lazy to read more text. After collecting

the data from the observation and interview, I listed the problems on the table below:

Table 2 : List of Problems Found

No.	Problems
1	When the teacher was coming to the class, the students were busy with their own stuff and talked to their friends.
2	When the teacher began the discussion, some students were discussing something that was irrelevant to the topics that mentioned in the classroom.
3	The students showed lack of interest in reading and even said directly that they did not like reading.
4	When the students were reading a text, they took a long time to understand the meaning and the content of the text.
5	The students had difficulties in comprehending the text as shown by their difficulties in working on comprehension questions.
6	Some students did not participate in the discussion among the students and between the students and the teacher.
7	The reading teaching technique was mainly focused on translating and testing.
8	There were limited interaction between the students and the teacher.
9	The students got bored and sleepy with teaching reading method that was applied.
10.	The students did not bring a dictionary to help them find the meaning of unfamiliar words, so instead of using a dictionary they use Google trans tool which is not reliable.
11.	The students' motivation was dropped when they found unfamiliar words and the long text.

After seeing all the problems listed on the table above, my collaborator and I had a discussion to specify the problems that would be improved during the research. Using the rational analysis base, I tried to find the basic problem

that need to be improved in the classroom. The problems during teaching and reading would affect the result of the study. Therefore, the reviews needed to be examined more to see the basic problems on the teaching reading in the classroom.

The ultimate goal in this research was improving students' reading comprehension. In training students to have a good reading comprehension ability, factors that influence students' abilities should be checked. The factors could be from the students themselves and outside the students. The variable from inside the students was motivation. Meanwhile, the factors from outside of students included the teaching method and the situation where the students learnt. Therefore, the factors which influenced the students' abilities included the students' motivation and teaching method. The vignette and interview transcripts showed that the students had low motivation in reading, the class was so quiet and the reading activity was so passive.

As explained before, the condition shown in the classroom was surely not the one that we call ideal condition. The teaching and learning method in the classroom needed to be changed. Then, if the process was improved, we could expect the better result later on. As stated on the vignette, the teacher focused on translating word and testing in the reading activity. I called it as testing here because he gave the handout paper and then asked them to do the paper and then discussed to find the correct answer, without pre-reading

activities like recalling the background problem, and introducing technique and strategies in reading.

From the data in the interview transcript, it was shown that the students stated that they did not even like reading, and they were so lazy to read so many words. The reading itself was already a burden to the students, then the students needed to do the exercises and then directly checked students' work without any kind of processing. There was a missing step in the teaching reading here.

When the students did not have any motivation in reading, they would not see the enjoyment of communicating with the writer through reading activity. As the students rarely read, they were not trained to read. No wonder their lack of reading activity affected the students' comprehension. Therefore, from these observations I concluded that the teaching method in the classroom needed to be improved so that it can increase the students' motivation in reading and then the students can improve their reading ability.

During the implementation of the structure strategy to improve the students' reading comprehension, to make the improvement more effective, I selected the urgent and basic problems to be solved in this research. This selection was made after a discussion with the collaborator which is an English teacher in SMP 1 Wonosari. Below is the table of the problems that would be improved in this research.

Table 3 : List of Problems to Solve

No.	Problems
1.	The students showed lack of interest in reading and even said directly that they did not like reading
2.	When the students were reading a text, they took a long time to understand the meaning and the content of the text.
3.	Some students did not participate in the discussion among the students and between the students and the teacher.
4.	The reading teaching technique was mainly focused on translating and testing.
5.	The students did not bring a dictionary, so instead of using the dictionary to help them find the meaning of unfamiliar words, they used Google transtool which is not reliable.
6.	Students got bored and sleepy with the teaching reading method that was applied.

B. Determining the Action

Considering several problems that were listed above, The English teacher as collaborator and I defined the core problems that needed to be solved to improve the students' reading comprehension. These problems were defined based on the result of the observations and interviews. After defining the problems, I defined the actions that would be carried out during the research.

In improving the students' reading comprehension, a technique needed to be used. Therefore, finding the right actions that could really improve the students' reading comprehension was urgent. These were the actions that were expected to be done:

1. Using structure strategy to improve the students' comprehension by having a fun and active activity of reading so the students' comprehension would be improved in a fun way.
2. Implementing guessing meaning during the structure strategy practice to facilitate students in mastering the unfamiliar words.

This is the summary of the problems and indicator and the planned actions that were expected to be able to improve the students' comprehension.

Table 4 : Problems and Planned Actions

No.	Problems	Planned actions
1	The students showed lack of interest in reading and even said directly that they did not like reading	Making the reading class into an active lesson using the structure strategy.
2	When the students were reading a text, they took a long time to understand the meaning and the content of the text.	Using Structure strategy that divide texts into parts that contain the core of the story.
3	Some students did not participate in the discussion among students and between the students and the teacher.	Giving tasks that allow the students to discuss the text.
4	The reading teaching technique was mainly focused on translating and testing.	Implementing the guessing meaning from context.
5	The students did not bring a dictionary, so instead of using the dictionary they used Google translate which is not reliable.	
6	The students got bored and sleepy with the teaching reading method that was applied.	Making the reading activity into active reading by transferring information into diagram structure strategy

C. Report of Cycle I

The implementation of Cycle I was divided into three parts included planning, implementation and reflection. During the implementation of structure strategy, I divided the materials as :

- a. First meeting : rising the students' awareness of the structure of the text.
- b. Second meeting : having guided practice in using structure strategy.
- c. Third meeting : modeling on how to use structure strategy and practice in comprehension questions.

1. Planning

Considering the problems listed above, some efforts were planned to solve those problems. The efforts focused on improving the students' reading comprehension through structure strategies. The teacher, as the collaborator and I were generating ideas and detailed info related to the research and then defined the possible actions that could be implemented.

The implementation of structure strategy in the classroom was planned to be held for three meetings considering that this strategy was a new method to students, so students would have enough time to fully understand the strategy. The steps of implementing structure strategy were also based on the standard and basic competence for Junior High School.

Following the instruction stated in the standard and basic competence for Junior High School, there are two main concerns in reading, reading aloud and

reading to get the meaning. To accommodate all, the collaborator and I agreed to apply structure strategy on the reading aloud process and silent reading process. The reading aloud focus would be held in the first meeting. In the reading aloud part, I tried to introduce the structure strategy by showing each part of the narrative texts to students. Parts of narrative text are including orientation, setting, role, problem and resolution.

After that in the second meeting, the implementation was focused on the introduction of the structure strategy and practice to use that, and the third meeting was used to focus on guided practice and individual practice for the students in using structure strategy to understand the text by breaking down the paragraph into parts that build the text.

During the implementation of structure strategy, I also planned to insert the guessing meaning method to help students understand the text. I planned to ask students to imagine the content of the text and they needed to guess relevant words that could be related to the content of the text. The implementation of structure strategy was planned to be a fun lecturing.

The active and fun learning in reading would be achieved with structure strategy as they would be stimulated to transfer information from text through story diagram. The collaborator and I planned to have review for the each of the meeting, in the beginning of each lesson and the end of the lesson. So, students could see clearly what they were going to learn and what they had learnt before.

2. Action and Observations

First meeting 22 April 2013

First meeting was used for pretest for about 50 minutes with 30 questions and the rest of the time about 65 minutes we had the first meeting of Cycle I. As planned we had the presentation and recalling students' background knowledge about structure of the text. I began with class routine and gave the students time to work with their pre-test. After that I began to recall students' knowledge on narrative to check whether they knew about narrative. One student answered that narrative is fiction, the function is to amuse and they knew about the usage of past tenses in the text.

After that, I continued the discussion on the part of narrative texts, the students kept silent at that moment and I initiated to say, orientation, and then some students mentioned about problem and then complication and the resolution. I guessed all students knew the organization of narrative text. Then I continued to see whether the students knew the content of each part of the text, what orientation, problem, resolution, and complication mean and why we need to know about that.

The modeling stage here, students was reading the famous text entitled Legend of Danau Toba. The focus of this stage was not about understanding text as whole, but raising students' awareness on the structure of the text that inline the text. Therefore, a familiar story was needed to get the message of

structure of the text. So here I chose Legend Danau Toba as the text used in the modeling stage.

Apparently students only knew the part but they did not know the content of each part of the text, here at the first meeting I tried to increase students' awareness of the structure of the text as the clue for them to understand what the text said for them. Then I began with the orientation and asked the students whether they knew where the orientation part of the text was. They answered that the orientation lied in the beginning of the text. I said yes, but it is not always, because the contents of the orientation are the characters and the setting. They showed an understanding about setting by mentioning two kinds of setting which mostly used, place and time.

Moving to another part of the text, I asked one student to read aloud the next part, I already told her to read from the end of the orientation part to the certain part in the text. Then she read that, I asked students about the content of the text. So many students asked about difficult words, but I said, it is not about translating per word, but it is about get the whole main idea or general idea on the text. Then the students tried to guess the content of the story, I tried to ask their knowledge about the content of each part of narrative, like what "problem" contained, what "orientation" contained and it was not surprising that actually parts of narrative text were neatly written in their book. This showed that the awareness of structure strategy needs to be improved, so the students could use the knowledge of text structure as clue to guess the general meaning of the text.

After a brief discussion on raising students' awareness of structure strategy, I then explained that the discussion on structure strategy would be discussed more on the next meeting. Since I had shown students the example of structure strategy application, in the next meeting students would do practice on identifying and transferring the information based on the structure strategy concepts that had been learnt before.

Second Meeting 29 April 2013 : Guided Practice of Using Structure Strategy

As usual, I opened the class with routine, like saying our pray and then calling the roll. First I elicited the materials that we have discussed before. About the text and the structure of the text. I asked the students whether they remembered about structure of narrative text, and the name of the parts of narrative text. And what the content of each part of narrative text was. Students were still remember as some of them answered the questions correctly.

In the second meeting, I gave the students a quite long text entitled *Elves and The Shoemaker*. This was a narrative in the fantasy genre. Before the reading process was begun, I asked students what they knew about fairytales. Some of students answered that it was a title of famous manga which actually did not have any relationship with the text that we would discuss so I needed to guide students to the right track. Then I elicited about the job of the shoemaker, in the traditional shoes making what kind of material used, I gave option like

“Was it made from leather or rubber?”, and then whether all were glued or sewn and some students answered those questions correctly.

After a brief discussion to build students background knowledge, I then asked the students to begin read the text. Since the text was quite long, I gave students 15 minutes to read as well as giving underline to the unfamiliar words that they found. The class was actually not really what I expected. Even though I asked the students to read the text carefully and listing all the words they did not know, it seemed like some students especially the boys were showing zero interest towards the text. So I tried to get close to them by asking who in the story were and then what happened to the characters. This was to make them at least read in glance of the text.

It was actually not reaching 15 minutes because I thought that this would not really work with some students kept making noise when other were trying to focus, so I tried to get attention again and asked students whether they still remembered about the structure text that we had before. Then I asked about the part of the narrative text structure that they had studied before. And some students could recall that correctly. Then I tried to ask students about the text that they had read and whether they found the difficult words. They said they found so many difficult words. So I decided to discuss the content of the text first as well as checking students’ pronunciation. However before students read aloud the text, I gave students a piece of paper containing blank structure strategy diagram that needed to be filled by the students.

In the piece of paper that students got, students would see the blank structure strategy diagram along with the questions that would lead students to fill the diagram. The diagram itself contains of title, characters, setting of the story, problems, the plot of story and the solution of the problem. I asked one student to read aloud the text and fill out the diagram of the structure strategy that had been prepared before.

The first paragraph was read by one of the students and the student still had difficulties in pronouncing the –ed form of the words and I corrected that, and followed by all students. Even though the students asked the meaning of the difficult words, I could not answer the question and I asked them to guess based on the situation in line. They needed to see the preceding and after words and got the whole situation first.

Then I asked the students what information that they can input on the structure strategy diagram after read the first paragraph. Then they wrote the characters and the settings on the suitable box for the structure strategy diagrams. The rest of the paragraph then was done by students themselves in a form of group discussion. Actually there were only 4 students in each group, but students kept moving to one and another place to confirm their answer.

I then confirmed students' structure strategy diagrams by drawing one structure strategy in the board and filling the box with suitable information from the text. The students were asking whether the answer should be in long sentences or short sentences, and I said that both answers were correct as long

as the keywords were in. After get all the information on the text, mean the students could get the whole concept of the story, I began to review about the difficult words found in the text. Even though not all words listed were correctly guessed by students, I saw that now the students began to be able to use the predicting meaning and needed more practice on that.

Before the meeting ended, I once again reviewed about the parts of the text that underlining the structure strategy diagram. I also told the students that next week, the discussion about the text *Elves and Shoemaker* would be still continued to see how students could do the comprehension questions after the application of Structure strategy in the classroom.

Third meeting 6 May 2013

Modeling on How to use Structure Strategy Diagram and Checking on Comprehension

Just like the other meetings, I began the class with routine: calling the roll and asking students how they were. First I elicited the materials that we had discussed before. I checked whether the students were still remember about the story that we had before entitled *Elves and Shoemaker*. I also asked how their structure strategy diagram was, did they bring it or not. Some students apparently lost their structure strategy diagram so I asked them to join with their friends who has that.

Next, I then told the students that today the lesson would be how the structure strategy diagram could help students in doing the comprehension questions that would be distributed. Before I distributed the question sheet, I asked whether they still remember the story of Elves and Shoemaker, they said yes, it was about elves who help the poor shoemaker, it was about a good deeds that paid back and the like.

After a brief discussion, I distributed the question sheet. The students were allowed to look at the structure diagram and the text again to help their comprehension. After that the students and I discussed the students' answers to see whether they already had better comprehension or not. In the question sheet there were two parts of the text. The first part was comprehension questions and the second one was the guessing meaning part. In guessing meaning part, the students were asked to match the word with suitable definition in another side.

I gave the students time about 30 minutes to answer all of the questions and in answering all the questions students might work in group. Especially in doing part two, I wanted to know how students were discussing the way to predict meaning from the text. When doing that, one of students asked whether they were allowed to check the meaning on dictionary, I said no, since here we were training to guess meaning.

Students proceeded fast in doing the first part of the question sheet. This could be because they had discussed the text before as well as with the structure strategy diagram, they could easily spot the answer since the questions on

comprehension were mostly in line with the text structure. Like who, in character, where and when in setting, what could be found in problem or plot, how can be found in solution or plot.

During the group work, I continuously checked students and saw how they were doing with the questions. In the first part of questions sheet, students did not do much discussion because they were helped with the structure strategy diagram. When I asked whether the diagram helped them understand the text better, they said that yes the diagram helped them to organize the important information, so they could get the answer of each comprehension question effectively.

When they finally worked on the second part, the sounds were coming from one group to another. I guessed this was the difficult part for them. So even though they already worked in a group, some students still walked to another group and asked about their answer. Some students also attempted to cheat by looking the meaning using Google translate which was not really reliable and just gave little help since the definition was written in English.

After hearing about that, I asked students to look at the first word on the questions sheet, after that I asked them to find where was the word taken from and then read the whole sentences. I then asked students to analyze the class of word, whether it was noun, or verb, or adjective. After read the whole sentence, I asked students to imagine the whole situation and predict the suitable meaning

of the word that best suit the whole situation. Some students said it was hard to only guess.

All students were finally done with the questions sheet, before the class ended, all the questions were discussed and it showed that students had good comprehension and even though it took a long time to finish the interpreting meaning of difficult text, students could finish all the practice well. I told students to keep practicing in guessing meaning.

3. Findings

The teaching and learning processes in this cycle were done quite smoothly, I did not find any big problem but of course the teaching and learning process in the classroom needed to be improved. Some students still showed less attention in reading as they preferred to talk with other friend instead of discussing the task.

The first stage of implementation of structure strategy was focusing on rising students' awareness on structure strategy which was done in reading aloud. The students were asked to read some part of the text based on part in structure text. This implementation was done smoothly and there was no serious problem. The students were told that they were reading based on the narrative text structure, which they were learning right after that in details.

The second stage on the implementation of the structure strategy was the modeling on structure strategy. In this stage, the students learnt how each text

has its own structure and how it could help them to understand more the content of the text.

During the lesson, I asked some students about the structure strategy that they learnt. They apparently could get the idea of the structure strategy and started to see how it worked on the text as shown on this transcript.

R : Gimana dek udah ngerti cara structure strategy? (Have you understood structure strategy?)

Sl : structure strategy yang mengisi diagram ini mbak?(Is structure strategy the one filling diagram?)

R : iya, yang mencari tau karakter,setting plot itu dek, masih bingung?(Yes, the one looking for characters, setting, plot, are you still confused?)

R : gimana dek?(How is that?)

Sl : kalau di buat diagram begini lebih enak mbak, daripada nunjuk di paragraph. (If we do in this diagram, it is easier than pointing in the paragraph)

R : jadi lebih enak jawab soalnya? (Is it easier in answering questions?)

Sl : iya kan udah ada di diagramnya (yes, because it's already on diagram)

Interview transcript 6 May 2013

From that interview transcript, it is shown that the students began to see the benefit of the structure strategy for them. Since this was the beginning, I thought it was needed to see more on how the students could cope with different texts as well as giving students more chances to practice. When I then asked students about the guessing meaning technique, I still found students did not get the idea and the benefit of guessing meaning from the context. This is shown on this interview transcript.

R : Jadi sekarang sudah ga butuh Google Translate kan dek? (So, you don't need Google Translate anymore right?)

S5 : Butuh dong mbak (We still need that, Miss)

R : Tapi kan sudah diajari guessing meaning (But I have taught you on how to guess the meaning right?)

S5 : Guessingnya susah mbak, tadi ... (The guessing is difficult, Miss)

Interview Transcript 6 May 2013

That finding implied that the training on the guessing meaning needed to be done again in the next meeting. However, there were two students who started to see the how guessing meaning from the text worked and curious about the steps that could be learnt by the students. This is shown by the transcript bellow that was obtained during the break time, some students approached me and asked these questions.

S3 : Mbak kalau guessing meaning tadi pertama gimana caranya (Miss, how are the steps on guessing meaning?)

R : Baca dulu kalimat, nanti tentukan kelas katanya (You need to read first and then identify the class of the words)

S3: Kelas kata itu apa mbak? Yang kata kerja itu?(What is class of the words, Miss? Is it like verb?)

S2 : Lha kalau ga tau artinya ga tau kelas katanya mbak (If we do not know the meaning, we do not know the class of the words)

R : Bukan pakai arti pakai susunan kata, kaya kalau abis subjek kan verb. (You need to see from the arrangement of the sentences, like verb is after subject)

S2 : Subject kan yang I, you itu mbak, terus selalu ada verbnya?(Subject is like I right, Miss. and after that is always verb?)

R : Iya.. nanti kalau sudah tau kelas katanya kan bisa menebak sesuai konteksnya (Yes, if you already know the class of word, you can try to guess based on context)

Interview transcript 6 May 2013

I knew that the training on the guessing meaning from the context could not be done in just few meetings, it needed continuously practice and sense from students on how the context was working for them. Therefore, the thing that could be done next would be another training on guessing meaning, so at least the students could see the basic ways to do the guessing.

In this research, the English teacher acted as the collaborator, he helped me as evaluator to plan in another meeting and cycle, we both sit together and discussed about the implementation of structure strategy that I had in the class before. The collaborator highlighted the use of the text in the teaching and learning reading in the class.

R : Pak, bagaimana saya di kelas, kemaren? (Sir, how's my performance in the class, yesterday?)

C : Oh ya sudah cukup bagus mbak, tapi memang perlu diperbanyak diskusinya saja, soalnya kalau murid cuma diterangkan ya seperti itu, jadi ramai sendiri dan kurang mendengarkan gurunya (It is quite good but I think it is better for you to get more discussion instead of more on explanation because students will busy by their own and did not listen to teacher.)

Interview transcript 7 May 2013

The collaborator was spotting shortages during the implementation of structure strategy in the first cycle that I actually used only one text in two meetings and said that if one texts were used, students would get bored and the test would not reliable anymore. Therefore in the next cycle, collaborator said

that I needed to provide varied texts to give more exposure on narrative for students.

The next point was about how the students discuss in the classroom. As mentioned in the interview transcripts, since in modeling part I explained about structure strategy, it did not give the students enough time to discuss, so not all students participated in the discussion. This aspect needed to be improved in the next cycle.

Another thing that needed to be fixed was the length of the text. After Cycle I finished, I asked students what their difficulties in learning reading were when using structure strategy and some of them said that the text was quite long thus it made them confused.

R : Tadi ada kesulitan ga dek di readingnya? (Do you have any difficulties in the reading?)

S6 : Ada mbak, banyak (There are so many miss)

S7 : Semua mbak, (All Miss)

R : Semua gimana kan udah dijelaskan ngisi diagramnya, udah ada pertanyaannya juga (I think I have explained to fill the diagram and even there are questions inside the diagram)

S6 : Yang itu bisa mbak, tapi teksnya panjang jadinya males (I can do that part, but the text is long so I'm lazy to read all)

R : Ya jangan males, masak ada teks takut (You cannot be lazy, why scared to text)

S6 : Pak Mardi biasanya ga panjang banget mbak, terus banyak kata-kata yang ga ngerti (The text from Mr.Mardi is usually not this long and there are so many difficult words)

R : Ya kan bisa di predict dek... terus yang panjang aslinya cuma dikit kan di diagram (You can predict that right... and the long story is actually just so short in the diagram)

S6 : Ya kalau sudah di diagram kan sudah ringkasan (Yes,because in the diagram is already a summary)

Interview transcript 6 May 2013

From that interview transcript, we could see that the students still demotivated in looking on long text and I needed to simplify the length of the text for the students in junior high school. Therefore for the next meeting, collaborator and I agreed to use story card as the text so that the students could comprehend with a shorter text first and then we used the quite long text. The long text would be simplified with conversations so even though it looked like long but actually quite short because of the conversation sentences.

Regarding to the observations and discussions with the collaborator, I decided to do another application of structure strategy in the next cycle to see more improvement in reading comprehension for the students. In the next cycle, I would try a new method on applying structure strategy using the story cards and trained students more on predicting unfamiliar words.

After the implementation of the structure strategy in Cycle I, there were some changes that happened. The changes happened in the classroom included the students' behaviors that could be observed and the teaching method in the reading activity. Initially I observed some situations that indicated problems that happened in the classroom. After implementing structure strategy, the situation was gradually improved. The summary of the changes happening after implementation of Cycle I compared to the initial situation before Structure Strategy was applied is presented in the table below.

Table 5 : The Comparison of Condition Between Pre-Action and After Cycle I

No.	Pre- Action Situation	After Cycle I
1	The students showed lack of interest in reading and even said directly that they did not like reading	The students read the whole text diligently as they needed to transfer the information in diagram.
2	When the students were reading a text, they took a long time to understand the meaning and the content of the text.	The student got the content easier with the diagram structure strategy
3	Some students did not participate in the discussion among students and between the students and the teacher.	The students began to be involved in discussion when transferring information to diagram structure strategy
4	The reading teaching technique was mainly focused on translating and testing.	The students began to directly answer questions even they didn't know each word in the text
5	The students did not bring dictionary, so instead of using dictionary they use Google trans-tool which is not reliable.	The students began to see the importance of guessing meaning and rarely look for translation using Google trans tool
6	The students got bored and sleepy with teaching reading method that was applied.	The students began to be actively read with discuss and transferring information from text to the diagram structure strategy

D. Report of Cycle II

The implementation of structure strategy in SMP 1 Wonosari was continued to another cycle. This cycle was expected to improve the lacking processes happened on the first cycle and strengthen the improved processes after the actions were done in the previous cycle.

1. Planning

After observing and interviewing the students about the process of teaching and learning in the Cycle I, the collaborator and I tried to review again on the reflection that had been made before. There were so many things that needed to be improved in the Cycle II so the implementation of structure strategy could improve students' comprehension and the teaching and learning process itself. Most of all problems were solved but the changes were not really significant so we needed to re-formulate the problems. Additionally, during the practice of structure strategy, there were some shortages in the implementation. The re-formulation of the problems that happened in the Cycle I are listed below :

- a. Not all of the students participated in the class discussion.
- b. The text used for practice and implementing structure strategy was only one (same text was used for two activities).
- c. The students were still demotivated using the structure strategy with only moving the content of the parts of the text into diagram.
- d. The text used for the practice was quite long so the students needed a really long time to understand all the text as well as doing the comprehension strategy.

Then considering the problems that we had above, the collaborator and I agreed to plan the next cycle into two meetings. The first meeting was about the implementation of structure strategy with story cards, this was the change

that was made after seeing the problem on how students demotivated seeing long sentences. Story cards contained cuts of the story based on the structure text of narrative.

To give students more time in discussion, story cards game was used, so there were several cards containing cuts of four kinds of text. In a group, they needed to find their own story by discussing their cards and asked other so that they could get their own story. After that, each group presented their discussion result in a form of full story that they had.

Since in the first Cycle I one text was used, in this cycle, I used 4 texts that were parts of story cards and in the next meeting a different text was used to give students more practices to apply structure strategy in reading. Here is the summary of the problem found in the first cycle and the action plan that will be implemented in the next cycle to improve the situation in the classroom.

Table 6 : Problems and Planned Action for Cycle II

No.	Problem	Indicator	Planned Actions
1	Discussion Situation	Not all students participated in class discussion.	Giving tasks that demand the students to discuss more : using story cards.
2	Variation of text	The students got bored in first cycle because the text used for two implementation.	Using story cards which contain 4 stories.
3	Length of text	The students felt demotivated on long text.	Dividing text into several parts : using story cards
4	Guessing meaning	Students still got confused on guessing meaning.	Giving more tasks in guessing meaning.

2. Action and Observation

Cycle two, First meeting 13 May 2013

I came to class right after the bell rang and began the class routine by asking students' condition and calling the roll. During this time, two students could not join the class because they needed to attend a special training on dancing as they would be participated in a national competition. After calling the roll, I began to ask whether they still remember what we had done in the previous meeting. The student answered that we had discussion on Elves and Shoemaker and predicting meaning.

I then told students that we would have another practice in reading the text. The practice was using a story cards to read some texts. The students then tried to listen to my explanation. So, the story cards placed in pieces of papers. The students needed to work in group of 4 and each group got 3 sheets of papers contained 4 different stories in the story cards. Therefore, students needed to cut the sheets by themselves and then made three sheets of paper into 4 different stories.

Some students looked so confused with the sheet that I distributed. So, I needed to come closer and gave the private explanation along with the example. Along with 3 sheets contained the story cards, I also distributed a sheet of diagram strategy that should be used to transfer the information from story cards into a diagram of structure strategy.

The instruction for students were, finding your own story cards on the sheets and then arranged those information in the chart of structure strategy so they could get the one different stories for each person in the group. So, basically the sheets were only three but they needed to divide the parts of the text into 4 different stories. The understanding on structure strategy was really needed, like how they found the character, setting, plot that is linked each other into their individual structure strategy diagram.

At first it was a huge fuss, students even got confused on how they needed to cut of each box which contained the story part that I had distributed. I was continuously checking each group and told them to read and discuss with their friend in finding a way to solve the problem. Actually in the diagram of structure strategy for individual student, there was information that would help them in finding the right information. The hint was included the title of the story. Once they got the tittle, they needed to predict which character went to the story, how the story was, where the story possibly happened and the like. The key points of this task were the reading and discussion for the students.

This process of cutting and arranging indeed took a long time since the students really needed to think over and over on the possibilities of the story. Some students got confused between the plot and the problems on the story while this actually could be just overlapping. When I knew this, I told the students to write what they want to write and it did not have to be one part for one box. The students could re-write the parts of the story as long as it fit with

overall story. At the end of the discussion, I asked the students to present their discussion and present 4 different stories for each group.

This method in having parts of story made the students motivated to read the whole text as the text was broken down into several part. By breaking the text, the difficult words were only seen paired with several words so they could predict the situation and finally predict the meaning of the words. This one was also a good training for students in meaning guessing program.

From my observation, this strategy in reading was really challenging for students. Students actively discussed the content of the text as they really curious how the three sheets of paper could be divided into four different stories. They kept asking me about whether their predicting was correct or not, they kept discussing and sometimes getting confuse to take other story part. They were fully engaged to this while they were also trained to be sensitive on the structure of the text. I kept reminding the students to remember the concept of structure strategy that each of the text has one similar pattern, so they needed to find that to get one full text was arranged.

After so long discussion, finally all groups presented their work on arranging part of story according to the structure strategy concept. They needed to read it aloud so I could also correct their pronunciation and they still could practice reading aloud. Before the class ended, I told students that next week there will be a post-test on narrative so they could prepare themselves. Before

the test, there would be a review on how to use structure strategy for understanding text as well as guessing meaning review.

Cycle two, Second Meeting : 20 May 2013

In this meeting, we had another action on implementing structure strategy to increase students' comprehension. In the implementation on how students could use the diagram to help themselves find the right information was done in the same text, so the students seemed bored with that. Therefore, just like suggested by the collaborator, I used another text to implement the structure strategy as well as guessing meaning.

The text used in this meeting was *Three Wishes* the length of the text was quite long with a lot of conversation so it was quite short actually for students. I asked students to remember what was the diagram contains and how to find the information for the diagram into the text. After that I asked the students to find all the information for the diagram structure strategy, open the next page of the handout and answer the comprehension question.

Since the students had done filling the diagram structure several times, they did not really show any difficulties. When the students were all done with their diagram, I asked them to answer the comprehensible questions beneath the text. I asked students to use the diagram in the comprehensible questions that they had after reading the text.

Right after the comprehensible questions series, there was another practice just like in the first text, in this section, students needed to predict the meaning of the difficult words with the meaning in the right side of the paper.

Before the students were asked to do the second section series, I reminded the students about the steps of guessing meaning. The first one was about deciding in which class of words they belong to. The next was about pattern of sentence, that in English the sentences are patterned in to S+ V +C/O therefore the knowledge of the class of word was really important so the students could find the possible context and possible answer. The next step was imagining the whole situation and predicting what suitable meaning which was suitable to the context.

The material for the second meeting was done and then students had the post-test about narrative text. Just like in the pre-test before, there were 30 questions that needed to be answered for 50 minutes long. In the end of the meeting I managed to get some feedback from students about the teaching and learning process.

3. Findings

The goal of implementation of structure strategy in the Cycle II was to improve the actions that were lacking in the previous cycle and strengthen the improved conditions. The teaching and learning was done smoothly without much obstacles. During the teaching and learning in Cycle II the students were

more engaged to the reading activity and the students felt that the activity was more interesting than their usual meetings. This was conclude from this interview transcript.

R : Jadi gimana dek, pakai structure strategy asik kan?(So how is structure strategy? Is it fun?)

S8 : Iya mbak, soalnya kalau dipecah-pecah gini kan enak ngartiinya (Yes Miss, this one is easier to get the meaning)

S10 : Enak mbak, biasanya tu kalau reading Cuma 10% siswa mendengarkan, lainnya ngantuk, kalau pake kartu dan diagram begini kan jadi asik mbak. (It is fun, because usually in reading only 10% students listen, others will sleep. If we use cards and diagram like this is fun, Miss)

Interview Transcript 13 May 2013

Then, it seemed like the students already saw the benefit of structure strategy diagram for their understanding. They used the diagram to see the whole meaning and then they can predict the meaning on the text easier. This one could be seen from the transcript bellow.

R : Yang pakai story cards sama diagramnya gimana? Bingung? (How's the story cards and diagram? Is it confusing?)

S9 : Enggak mbak, awalnya sih emang bingung ngurutin sama diagram tapi kan diagramnya kan bikin kita ngeri teksnya mbak (No, at first we are confused in arranging and the diagram but the diagram helps us know the text)

R : Jadi pake structure strategy membantu pemahaman ga dek? (So structure strategy helps you in understanding text?)

S9 : Iya mbak, jadi cepet mudeng (Yes Miss, we got it faster)

S10 : Bisa mbak, kan jadi tau inti ceritanya tu apa (Yes, it helps, so we can see the core of the story)

S11 : Bisa kan kalau pake diagram begitu kita tau isinya tiap paragraph trus tinggal nggabungin mbak (It helps, if we use diagram we can see each paragraph's main ideas and we just need to combine all to get the whole story)

Interview transcript 20 May 2013

When I asked the students and the collaborator about the future use of this strategy on the classroom, both of the students and the collaborator thought that this could be implemented more in the classroom in the future. The students could get more engaged and the class could get active atmosphere on reading activity that used to be a passive activity. This can be concluded from the transcript bellow.

R : Kalau menurut kamu, strategy ini bisa dipakai lagi ga dek nantinya? (So what do you think about whether this strategy can be used in the future?)

S9 : Iya mbak, enak kalau pake diagram begini (Yes Miss,it's easier with diagram like this)

R : Jadi nanti kalau reading mau menerapkan strategi ini dong?(So, you will keep using this strategy in reading?)

S9 : Iya mbak (I will miss)

Interview Transcript 20 May 2013

In line with the students, the collaborator who is also the English Teacher of SMP 1 Wonosari said that the application of structure strategy could be applied in the other classes in SMP 1 Wonosari to make them engaged more on the reading activity.

R : Bagaimana menurut bapak, apa strategi ini bisa diterapkan kedepannya? (How do you think about the possibility of applying this strategy in the future?)

C : Bisa mbak, saya lihat siswa juga suka memakai cara itu, meskipun ya agak lama ya mbak tapi siswa jadi lebih aktif dalam membaca (It can be applied, I think the students like to study in this way, even though it takes time but students can be more active in reading)

Interview Transcript 20 May 2013

Based on my observation, the students' comprehension was already improved in the second cycle. The students were more active in reading the text and they were more engaged in reading activity. There were less students doing other things aside from reading and discussing in the second cycle as they found the active activity like filling the diagram when reading a text.

Students seemed already know how to predict the difficult words in the text as they were not demotivated when finding the difficult text. They read all the parts of the text first and then discussed the meaning based on their understanding in the whole story presented.

To summarize the result of the research on the Cycle II, here is the table that shows the changes happened after the implementation of the structure strategy in the second cycle compared to the initial situation as well as how the additional problems on the first cycle were overcome.

Table 7 : The Comparison of Situations Between Pre-Action and After Cycle II

No.	Problems	Cycle II
1	The students showed lack of interest in reading and even say directly that they did not like reading	The students showed their interest and read the text multiple time to get information to be discussed.
2	When the students were reading a text, they took a long time to understand the meaning and the content of the text.	The students easily spotted the necessary information from the text after trained with structure strategy
3	Some students did not participate in the discussion among students and between students and teacher.	The students took their time to discuss their text to other students.

(continued)

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No.	Problems	Cycle II
4	The reading teaching technique was mainly focused on translating and testing.	The students began to see how to guess meaning from the context.
5	The students did not bring dictionary to help them find the meaning of unfamiliar words, so instead of using dictionary they use google transtool which is not reliable.	The students began to practice how to guess meaning from the context
6	The students got bored and sleepy with teaching reading method that was applied.	The students were actively reading and engaged in discussion to find their own story.

The problems that happened during the implementation of structure strategy in Cycle I were solved to improve the situation in the teaching and learning reading in the classroom. The summary of how the situation changed from Cycle I to Cycle II is presented below.

Table 8 : The Situation Changes in Cycle I and Cycle II

No	Problems	Situation in Cycle I	Situation in Cycle II
1	Variation of text	The students got bored in first cycle because the text was used for two implementation.	The students actively read and discussed their story cards which contain 4 stories.
2	Length of text	Students were demotivated on long text that was used by the teacher	Students were engaged to the reading task as the story was divided into several parts.

E. The Result of the Research

This part contains the findings of the research in the form of qualitative data supported with the quantitative data in form of students' average scores from the pretest and posttest. The data in this part will show the findings obtained during Cycle I and Cycle II, how the changes were made and the result of the change after each cycle.

Before the research was conducted, the problems found in the classroom was the teaching method. This method emphasized on the translating and testing for reading which made the students feel bored and sleepy. This also made them lack in discussion and the students became so passive. Those all in the process of a reading activity affected to students' comprehension ability. Therefore actions were needed to improve this situation.

Structure Strategy was then chosen to improve students' comprehension. Basically this strategy helped students in raising their awareness on the structure of the text that underlines the development of every text. The students were demanded to understand the text structure of the text and then visualize them in a form of diagram.

The application of structure strategy began with rising the students parts of the text when practicing reading aloud. After that students were assigned to read a quite long text and then put the information of the text in the diagram structure strategy. This was expected to help students to understand more about the parts of text and what each part contained of. As the students got the core

content of the text from the structure strategy diagram, the students went more to the details to see some unfamiliar words. In this stage the students were trained to guess meaning from the context.

After the implementation of structure strategy was done, the students were expected to be more engaged and more active in discussion, but not all students showed their interest in story. Some students said that the story was too long so it made the text difficult to be understood. The text used needed to be changed. Therefore some changes were planned to be applied in the next cycle.

In the next cycles, more engaging structure strategy application was planned. This time, the diagram was still used, but the text was then cut into several parts and then the students needed to arrange the text in the diagram. Parts of texts were written in a form of story cards in a 3 sheets of paper and students needed to cut and rearranged the story into 4 stories. This made students use their discussion skill as well as reading skill in rearranging the story cards. The class was livelier and the students engaged more to the lesson. In the next meeting guessing meaning would be trained once more.

In the next meeting, we had the review for the guessing meaning, so researcher and I prepared another text and the students needed to understand the whole text first using their knowledge in using structure strategy concept. After they knew the concept, they tried to guess some words. The exercise on this was matching the words with meaning available next to the words.

After the second cycle, significant changes on the class situation were shown. The students were all quiet when the teacher discussed the text or asked them to do the comprehensible questions in the first place, but after actions were implemented, the students were actively involved in discussion. Moreover, the students were able to do almost all the comprehensible questions correctly. The students also trained how to guess meaning, even though this one needed more practice, but at least students knew the basic of this. The improvement on situation in the classroom was also supported by the quantitative data. This data showed that there was improvement in reading comprehension after the research was done.

To sum up the researcher observation, I made a comparison table about classroom condition changes during the cycles and what kind of changes occurred in the classroom. The comparison table is shown below :

Table 9 : The Comparison of Situation Changes From Pre-action To Cycle II

No.	Problem	Cycle 1	Cycle 2
1	The students showed lack of interest in reading and even said directly that they did not like reading	The students read the whole text diligently as the need to transfer the information in diagram.	The students showed their interest and read the text repeatedly to get information for their discussion.
2	When the students were reading a text, they took a long time to understand the meaning and the content of the text.	The student got the content easier with the diagram structure strategy	The students were easily spotted the necessary information from the text after being trained with structure strategy

(continued)

(continued)

No.	Problem	Cycle 1	Cycle 2
3	Some students did not participate in the discussion among students and between students and teacher.	The students began to be involved in discussion when they were transferring information to diagram structure strategy	The students took their time to discuss their text to others.
4	The reading teaching technique was mainly focused on translating and testing.	The students began to directly answer questions even when they did not know the meaning of each word in the text	The students began to see how to guess meaning of difficult words from the context.
5	The students did not bring dictionary so, instead of using dictionary to check meaning of difficult words they use Google transtool which is not reliable.	The students began to see the importance of guessing meaning and rarely look for translation using Google transtool	The students began to practice how to guess meaning from the context
6	The students got bored and sleepy with teaching reading method that was applied.	The students began to actively read by discussing and transferring information from text to the diagram structure strategy	The students were actively reading and engaged in discussion to find their own story.

Another data that were acquired in this research were quantitative data.

The quantitative data that I obtained during the research were in a form of pretest and posttest scores. The increasing number from the pretest and posttest indicated how the students were improved in learning using structure strategy.

Below is the table comparison of the students' pretest score and post test score

Table 10 : The Comparison Scores between Post-test and pre-test

Test	Number of Students	Mean Score*	Std Deviation
Pre-test	24	18,333	2,494
Post-test	21	21,333	4.213

From the table, it is shown that there was improvement showed by the improvement of the scores of the students from the post test, or the situation before the actions were implemented to the post test, or the situation after the actions were implemented. In the pre-test, the average score was 18,333 or 6,1 in the 1-10 scale score. Meanwhile, in the post test, the average score was rising into 21,333 or 7,1 in the 1-10 scale score.

There is difference in the number of students in the pre-test and post-test because when the post test was conducted, three students could not join the class. The three students needed to join a special training before a National Competition. Since the majority could do the post-test on that day, I directly went to the post-test, even though three students could not make it.

The data above support the observation result as well as the interview transcripts that indicated the success of implementation of structure strategy in improving students' reading comprehension. Therefore we can conclude that the structure strategy successfully improved students' reading comprehension.

CHAPTER V CONCLUSIONS

A. Conclusions

This research focused on improving students' reading comprehension by using structure strategy. In this research, the implementation of structure strategy was held in two cycles. The implementation of structure strategy itself consist of three parts, the first one was teacher modelling, the second one was guided practice and then independent practice by the students. To enhance the students' understanding, I also trained students in pronunciation and predicting meaning from the context. The data of this research were presented in the form of qualitative and quantitative data.

In the first cycle of the implementation of the structure strategy, I implemented the structure strategy concept in reading aloud by asking the students to read several parts of text which were divided based on text structure concept. In the silent reading process, the implementation of structure strategy was done by transferring information from the text into a diagram structure strategy. This method successfully made the students engaged into reading activity, so they got so much time to practice reading and got the meaning from the text. However, since in this cycle I only used one text in modelling and practice session, the students got bored on the text.

In the second cycle of the implementation of structure strategy, I continued to improve the students' reading comprehension using structure strategy in different ways. Based on some reviews after the implementation in the first cycle, the implementation of structure strategy needed to be improved in the next cycle. In the first cycle, the text was only one and the length made the students demotivated. Therefore, in the next cycle, the process was changed by using the story cards which contained parts of the text divided based on the concept of text structure. Here, the students got time to discuss their cards and got their story. The next action was training on guessing meaning on the text, each student got a handout that contained the unfamiliar words and the student needed to find the meaning based on the context of the text.

In the training on guessing meaning based on context, it was quite difficult for the students to confirm whether their predictions were correct or not. Since they did not bring the dictionary, they used Google-transtool to confirm their guessing while actually Google-transtool was not really reliable for students. Therefore, when confirming their predictions, some students got confused over the meanings of the words.

After the research was conducted, the students' comprehensions were improved using structure strategy. Students got better understanding of the text after the process of raising the students' awareness of the parts of the text and what the content of each part of the text was. The students could get the whole story first by having major information from each part of the text and then they could predict

some difficult words by guessing it from the context. This structure strategy was implemented in a group discussion, so the students become active in discussion with both the teacher and the students. The diagram that looked like a picture containing information made the students active readers so they were not bored anymore in reading a text. This was because they need to find information from the text to be transferred to the diagram of structure strategy. The students also felt confident in using this structure as they could predict what would be in the narrative text by looking at the parts of the text. In conclusion, I found that structure strategy was effective to improve students' reading comprehension.

The quantitative data of this research were obtained through scores from students' pretest and posttest that were held before the cycle one and after cycle two. The mean score was increased from 18,33 in the pretest to 21,33 in the post text. This showed that the implementation of structure strategy was successful to improve the students' reading comprehension in the process of teaching reading.

B. Implications

In regard to the conclusion that was formulated before, the implementation of structure strategy can improve the students' comprehension in teaching reading process. This implies that in teaching and learning process it is important to give students various texts so that they will get enough exposure of the text type and not easily get bored.

Transferring information from the raw text into the structure strategy diagram made the students more engaged and not sleepy during the reading class. This can be a good method to keep students read the text during the teaching and learning process. This method also supports the active learning that is good for students to be the autonomous learners.

The use of story cards in the second cycle made the students more engaged and the students were involved in the discussion with others. It implies that the use of the story cards which are based on structure strategy concept can be used in the future teaching and learning so that the process of reading become more active and fun for students.

Guessing meaning from the context successfully helped the students to overcome their lack of vocabulary in this research. Even though not all of the students were able to do this properly during the research, most of the students began to see the benefit and the basic concept of guessing meaning for their future reading activities. Therefore, this method needs to be practiced more in the future reading activities in the classroom at this level and above.

Since the use of Google-transtool made some students confused over the meaning they obtained from that tool, it gives the implication that the use of Google-transtool is not a good method to check meanings. Using dictionary is the best way to check meaning of the difficult words from the text.

C. Suggestions

Based on the conclusions and implications that were explained above, some suggestions are addressed to :

1. For English Teachers

It is always suggested for all English teachers to improve students' comprehensions by implementing various activities which are suitable for the students' conditions. The teachers should pay attention to students' needs and then always try to get possible solution for that. The structure strategy can be a good choice for improving students' comprehension. This strategy changes the mindset of being passive readers to be active readers that make the students got rid of the boredom in reading a text.

Since various actions such as transferring information to diagram structure strategy, the use of story cards and guessing meaning from context were proved to successfully turn students from passive readers into active readers and improve the students' comprehension. It is suggested that, the teachers should keep using these techniques during teaching and learning.

The basic of guessing meaning from the context was already taught during the research and significant changes happened after that. It is suggested that English teachers should train students to guess meaning from the context so the students can grasp the meaning of the text easily even though they do not know the meaning of each word in the text.

Since most of students did not bring dictionary during the teaching and learning process, it was quite difficult to confirm their guessing whether their guessing was correct or not. Students relied too much on Google-transtool which was not really reliable. Therefore, it is suggested that English teacher should ask students to bring dictionary or simply borrow the dictionary from library.

2. For Students

Since the implementation of structure strategy successfully helped students to understand texts better and improved the situation, so that the students did not get bored when reading a long text, students should keep practicing reading using the concept of structure strategy.

In reading activities, we cannot expect to know the meaning of each word used in the text, therefore the skill to guess meaning based on the context become so important. Then, it is suggested for students to keep practicing to guess meaning based on the context and confirm the guessing using the dictionary as the one and only reliable source to check meaning.

3. Other researchers

This research only focused on improving reading comprehension by implementing structure strategy to narrative texts. There are a lot more possible ways to use the structure strategy in other texts as one of the effective method to make readers become the active readers. Therefore, other researchers may conduct research on improving students' reading comprehension using structure strategy in other genre of the texts.

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VIGNETTES

Observation Vignette 1 April 2013

The class started at 8:20, when teacher came into the class, students were still busy with their stuff and some of them still talking with their friend, until the teacher greeted them, finally they show their readiness to study. Then teacher started to call the roll and go to review the material that students and he had in the previous meeting. Some students are actively answer questions from the teacher and some of them just stay quite. It turned out that in the previous meeting students learn about recount text. Students are really quite during the discussion session about previous meeting, the teacher emphasize the use of past tense in recount text and recall the story about holiday in the previous meeting. Only 2 students on the front and 2 other separated students in the third and last rows participating in the discussion. The other looks so quite but since I sit in the back of the class I couldn't see clearly their expression in their quite state.

After a brief discussion about the last meeting, teacher then distributed handouts for students, each student got two pages paper contains about 3 or 4 texts along with comprehension questions and fill in the blank questions under the text in the variation of length. I guess the teacher wanted to have the gradual reading progress by having short, medium and quite long text in the end. The last was text probably 500 words long, a bit shorter than some texts that we can find in the students text book. Students were surprisingly so quite in doing the assignment. I have entered this class before during my teaching and learning practice in KKN-PPL program and students keep discussing with their friend, showing unserious respond to my questions, so I guess this one would be the power of teacher. However, once the teacher was out for a while, students started to talk to their friend and exchange the answers as much as possible. I didn't mention that they were completely blank, some students are already done with their answer and they find answer for some that they don't know. Students are given time about 60 minutes to answer all since teacher will discuss it later on.

When I walk to students place, I noticed that most of them still not answer the questions for the last text or the longest text in the handout. I asked one of them why you leave this one, he said he is lazy to read all. When I looked on the previous two text, the students mostly do the specific questions that can be spotted without reading. I ask them why they still not do some questions. They said it's difficult, really you just need to read, all the answer is there, then that's the problem mbak, a student said. And this, why the longest text is still left like that. "We don't like reading" "it's boring" some students answer that, why? Is that because this one is

longer? “yes, it’s long so we need to translate more” and I come back to my seat as the teacher came back to the class.

The teacher then said that he will discuss the first text first, knowing that not all students done with the first text, he asked them to finish the questions for the first text. Then about 10 minutes later, teacher began to discuss the text by like translating per word and then telling the story again to the students after one paragraph is done. Then, move to the comprehension questions, for the first question, teacher pointed student, randomly to read the questions and answer. Still like how he discuss the text, he like translating the question first and then the answer. This continued to the last sentence, not all questions are discussed on how they get that, which part lead them to this and that. Since students really need to see each word’s meaning they need to recheck and check it so some students just have a laptop stand by with them. I didn’t find any dictionary with them, even English-Indonesia dictionary. Finally the discussion is ended, when teacher want to continue to the next text, he realized that the time is not enough, so he review what they had learn in the class and asked students to finish all the task and they will discuss again the text next meeting.

Vignette first Meeting 22 April 2013

The class started at 8:20 and in the first meeting of application of structure strategy we conducted the pre-test first for one hour and we continued with the action for cycle 1 after the break. So, the first hour of the class was used for pre test.

Good Morning students? Good morning miss, do you still remember me? “wah mbak KKN” one student said like that, and I begin to introduce myself that we will study together for several meetings. After that teacher begin again to greet students by saying “How are you today?” Very well thankyou, all students answer the question together. Well today I bring this, I shows a thick envelope to them. “Wah apa itu mbak” one student is asking, then I answer, so we will begin this day with a pre test, don’t worry you just need to so your best on doing this one. “Yah mbak kok mendadak ga bilang biang dulu” and some other students whinning on why I didn’t notice them before that they will have a kind of test like that. I assure them that the question is not difficult and they have 40 minutes to answer 30 questions. So they will have enough time for that. So, I begin to distribute the question sheets and some students were helping me in distributing this. I hear some students are whinning about the the number of texts that they need to read like, “mbak ini kok banyak banget teksnya” “mbak mosok tiap 3 soal ada teksnya satu” and I just told

them that the text is short so it will help them in finding the answer faster. Some students were asking the meaning of some words but I refuse to answer and some students look like discussing something, I just walk to that students and they aware by themselves and retreat. Finally the break sign is sounding and I asked students to collect all the questions sheet as well as the answer sheets. Some students still whining that the question is difficult and they didn't prepare before and some said that sorry if the score is bad and the like. I said See you all after the break.

The bell is ringing again, while waiting all students to come to classroom I try to prepare the text that will be distributed in the classroom. The text that is distributed entitled "The shoemaker and elves". Students were asked to read one paragraph each some are two which indicates the structure of the text. Would you please read this student, and the students read the text based on paragraph

In the next paragraph students were pronouncing the words wrongly just like the "Any leather that he cut out in in the evening was finished by the morning, Soon he was no longer poor, and he even became quite rich." Leather and I asked all people to follow me say leather, and then finished with clear ed sound after, some of the past verb is also reviewed.

After the reading aloud and discussing all the paragraphs that I asked "why I asked you to read each paragraph?" Then the class stayed silent again, but then I repeat again the question by adding in text there are parts of the text, do you remember the text structure? The still silent but then I give hint like orientation, then some students said complication miss, oh iya resolution miss setting. Then I asked them to speak one by one, but I started to explain the structure of narrative text, begin with orientation, What can we have in orientation? Apa mbak orientasi ya? Itu mbak tokoh, and then apa lagi? What answer when? Where? Oh apa mbak tempat waktu, Ok. That's called setting, how many kind of setting there? Setting tempat, setting waktu, good, we will talk about that then. Ok so, after we are reading the text aloud I asked students to do the comprehension questions that follow the text. Unfortunately 2 hours has passed and I said that we will continue to discuss this text into next meeting. So, I asked students what we had learnt today and students answered that we learnt about setting, characters and the like. Then after brief review I close the class by saying "See you again next meeting all".

Second Meeting 29 April 2013

The class started as usual by saying our pray and then teacher calling students in the roll. First I elicited the materials that we have discussed before. About the text and the structure of the text. I asked students whether they remembered about structure of narrative text, and the name of the parts of narrative text. And what the content of each part of narrative text was. Students were still remember as some of them answer the question from I correctly.

I gave students quite long text entitled *Elves and The Shoemaker* for this meeting. This was a narrative in the fantasy genre. Before the reading process was begun, I asked students what they knew about fairytales. Some of students answered that it was a title of famous manga which actually doesn't have any relationship with the text that we would discussed so I needed to guide students to the right track. Then I elicited about the job of the shoemaker, in the traditional shoes making what kind of material used, I gave option like "is it made from leather or rubber?", and then whether all are glued or sewn and some students answer those questions correctly.

After a brief discussion to build students background knowledge, I then asked students to begin read the text. Since the text was quite long, I gave students 15 minutes to read as well as giving underline to the unfamiliar words that they found. The class was actually not really what I expected. Even though I asked students to read the text carefully and listing all the words they didn't know, it seems like some students especially the boys are showing zero interest towards the text. So I tried to get close to them by asking who is in the story and then what happened to the characters to make them at least read in glace of the text.

Not reaching 15 minutes, I need to stop the discussion because I thought that this would not really work with some students keep making noise when other were trying to focus, so I tried to get attention again and asked students whether they still remember about the structure text that we learnt before? Then how about the part of the narrative parts that they have studied before. And some students can recall that correctly. Then I tried to ask students about the text that they have read and whether they found the difficult words. They said they found so many words. So I decided to discuss the content of the text first as well as checking student's pronunciation. However before students read aloud the text, I gave students a piece of paper containing blank structure strategy diagram that need to be filled by the students.

In the piece of paper that students got, students would see the blank structure strategy diagram along with the questions that would lead students to fill the diagram. The diagram itself contains of title, characters, setting of the story,

problems, the plot of story and the solution of the problem. I asked one students to read aloud the text and fill out the diagram of the structure strategy that has been prepared before.

The first paragraph was read by one of the students and students still had difficulties in pronouncing the –ed form of the words and I corrected that, and followed by all students. Even though the students asked the meaning of the difficult words, I can't answer the question and asked them to guess based on the situation in line. They needed to see the preceding and after words and got the whole situation first.

Then I asked students what information that they can input on the structure strategy diagram after read the first paragraph. Then they wrote the characters and the settings on the suitable box for the structure strategy diagrams. The rest of the paragraph then was done by students themselves in a form of group discussion. Actually there were only 4 students each group, but students kept moving to one and another place to confirm their answer.

I then confirmed students' structure strategy diagram by drawing one structure strategy in the board and fill the box with suitable information from the text. The students were asked the answer should be in long sentences or short sentences, and I said that both answers were correct as long as the keywords were in. After get all the information on the text, mean students can get the whole concept of the story, I began to review about the difficult words found in the text. Even though not all words listed correctly guessed by students, I see that now students began to be able to use the predicting meaning and need more practice on that.

. After each paragraph was discussed, teacher help students to understand the text better. Just like the astonished words, some students asked what is meaning of the word. Then I asked students to read again the sentence that contains the word and I ask them to react if they were. "He was astounded, and did not know what to make of it" if you are leaving a leather undone before then it suddenly done perfectly what will you feel? Some students were silent and then one of them asked to speak in Bahasa Indonesia, and then I try to slow down the English still the same sentences, and hint with body language, Oh terkejut miss. Yes that's right. And then we continue to the next paragraph and continue to guess the meaning.

Before the meeting ended, I once again reviewed about the parts of the text that underlining the structure strategy diagram. I also told students that next week, the discussion about the text *Elves and Shoemaker* would be still continued to see how students can do the comprehension questions after the application of Structure strategy in the classroom.

Third meeting 6 May 2013

I started the class by calling the roll and asked students how they were. First I elicited the materials that we have discussed before. I checked whether students were still remember about the story that we had before in the Elves and Shoemaker. I also asked how their structure strategy diagram, did they bring it or not. Some students apparently lost their structure strategy diagram so I asked them to join with their friend who has that.

Next I then told the students that today the lesson would be how the structure strategy diagram can help students in doing the comprehension questions that would be distributed. Before I distributed the question sheet, I asked whether they still remember the story of Elves and Shoemaker, they said yes, it was about elves who help the poor shoemaker, it was about a good deeds that paid back and the like.

After brief discussion, I distributed the question sheet. The students were allowed to look at the structure diagram and the text again to help their comprehension. After that the students and I discussed the students' answers to see whether they already had better comprehension or not. In the question sheet there were two part of the text. The first part was comprehension questions and the second one was the guessing meaning part. In guessing meaning part, students were asked to match the word with suitable definition in another side.

I gave students time about 30 minutes to answer all of the questions and in answering all the questions students might work in group. Especially in doing part two, I wanted to know how students were discussing the way to predict meaning from the text. When doing that, one of students asked whether they were allowed to check the meaning on dictionary, I said no, since here we were training to guess meaning.

Students proceeded fast in doing the first part of the question sheet. This could be because they have discussed the text before as well as with the structure strategy diagram, they could easily spot the answer since the questions on comprehensions were mostly in line with the text structure. Like who, in character, where and when in setting, what can be found in problem or plot, how can be found in solution or plot.

During the group work, I continuously checked students and saw how they were doing with the questions. In the first part of questions sheet, students didn't do much discussion because they are helped with the structure strategy diagram. When I asked whether the diagram help them understand the text better, they said that yes the diagram help them to organize the important information, so they could get the answer of each comprehension question effectively.

When they finally worked on the second part, the sounds were coming from one group to another. I guess this was the difficult part for them. So even though they already worked in a group, some students still walked to another group and asked about their answer. Some students also attempt to cheat by looking the meaning using Google translate which was not really reliable and just give little help since the definition was written in English. Some students said it's hard to only guess.

After hearing about that, I asked students to look at the first word on the questions sheet, after that I asked them to find where was the word taken from and then read the whole sentences. I then asked students to analyze the class of word, whether it was noun, or verb, or adjective. After read the whole sentence, I asked students to imagine the whole situation and predict the suitable meaning of the word that best suit the whole situation.

All students were finally done with the questions sheet, before the class ended, all the questions were discussed and it showed that students have good comprehension and even though it took a long time to finish the interpreting meaning of difficult text, students could finish all the practice well. I told students to keep practicing in guessing meaning. I close the class then by saying thank you all and see you again in the next meeting.

Fourth meeting 13 May 2013

I came to class right after the bell rang and began the class routine by asking students' condition and calling the roll. During this time 2 students didn't manage to join the class because they need to attend a special training on dancing as they will be participated in a national competition. After calling the roll, I began to ask whether they still remember what we had done in the previous meeting. Student answered that we had discussion on Elves and Shoemaker and predicting meaning.

I then told students that we will have another practice in reading the text. The practice was using a story cards to read some texts. Students then tried to listen to my explanation. So, the story cards placed in pieces of papers. Students needed to work in group of 4 and each group would get 3 sheets of papers contained 4 different stories in the story cards. Therefore, students needed to cut the sheets by themselves and then made three sheets of paper into 4 different story.

Some students looked so confused with the sheet that I distributed. So, I needed to come closer and gave the private explanation along with the example. Along with 3 sheets contained the story cards, I also distributed a sheet of diagram

strategy that should be used to transfer the information from story cards into a diagram of structure strategy.

The instruction for students were, finding your own story cards on the sheets and then arranged those information in the chart of structure strategy so they can get the one different story for each person in the group. So basically the sheets were only three but they need to divide the parts of the text into 4 different stories. The understanding on structure strategy is really needed, like how they will find the character, setting, plot that is linked each other into their individual structure strategy diagram.

At first it was a huge fuss, students even got confused on how they need to cut of each box contain the story parts that I had distributed. I was continuously checking each group and told them to read and discuss with their friend in finding a way to solve the problem. Actually in the diagram of structure strategy for individual students, there was information that would help them in finding the right information. The hint was included the title of the story. Once they got the tittle, they needed to predict which character goes to the story, how the story was, where the story possibly happened and the like. The key point of this task was the reading and discussion for students.

This process of cutting and arranging indeed took a long time since students really needed to think over and over on the possibilities of the story. Some students got confused between the plot and the problems on the story while this actually can be just overlapping. When I knew this, I told students to write what they want to write and it did not have to be one part for one box. Students could re-write the parts of the story as long as it fit with overall story. At the end of the discussion, I asked students to present their discussion and present 4 different story for each group.

This method in having parts of story made students motivated to read the whole text as the text was broke down into several part. By breaking this text, the difficult words were only seen paired with several words so they could predict the situation and finally predict the meaning of the words. This one was also a good training for students in meaning guessing program.

From my observation, this strategy in reading was really challenging for students. Students were now actively discuss the content of the text as they really curious how the three sheets of paper could be divided into four different stories. They kept asking me about whether their predicting is correct or not, they kept discussing and sometimes confuse to take other story part and the like. They were fully engaged to this while they were also trained to be sensitive on the structure of the text. I kept reminding students to remember the concept of structure strategy

that each of the text has one similar pattern, so they need to find that to get one full text was arranged.

After so long discussion, finally all group presented their work on arranging part of story according to the structure strategy concept. They needed to read it aloud so I could also correct their pronunciation and they still can practice reading aloud. Before the class ended, I told students that next week there will be post-test on narrative so they can prepare themselves. Before the test, there would be review on how to use structure strategy for understanding text as well as guessing meaning review.

Fifth Meeting : 20 May 2013

I begin the class by asking the students how they are doing. We then proceed to recalling the last material, I mean what we have learnt in the previous meeting and the like. In this meeting we had another action on implementing structure strategy to increase students' comprehension. In the implementation on how students can use diagram to help themselves find the right information was done in the same text, so the success of using structure strategy seems lack of reliability. Therefore, just like suggested by the collaborator, that we need another text to implement the structure strategy as well as guessing meaning.

As usual in the morning the class was started by greeting by the teacher or in this case myself and then followed by calling students in the roll. Three students could not attend the class because they joined special training by teacher to join National competition. Some students were missing but the class was still run as usual. In this meeting the implementation of structure strategy was continued with different text.

The text used in this meeting was "Three wishes" the length of the text was quite long with a lot of conversation so it's quite short actually for students. I asked students to remember what was the diagram contains and how to find the information for the diagram into the text. Later on, after finding all the information for the diagram structure strategy, open the next page of the text and answer the comprehension question.

Since students had done filling the diagram structure about twice, they didn't really show any difficulties. When the students were all done with their diagram, I asked them to answer the comprehensible questions beneath the text. I

asked students to use the diagram in the comprehensible questions that they will have later on.

Right after the comprehensible questions series, there was another practice just like in the first text, in this section, students needed to predict the meaning of the difficult words with the meaning in the right side of the paper.

Before students were asked to do the second section series, I reminded the step of guessing meaning, the first one is about deciding in which class of words they were belong to. The next is taught them that in English the sentences are patterned in to S+ V +C/O therefore the knowledge of the class of word was really important so the character can find the possible situation and possible answer. The next one imagine the whole situation and predict what suitable meaning would suit each so much.

The material for the second meeting was done and then students had the post-test about narrative text. Just like in the pre-test before, there will be 30 questions that need to be answered for 50 minutes long. In the end of the meeting I managed to get some feedback from students about the teaching and learning process. When the class was over, I also said my grateful for them who had helped me during the research.

INTERVIEW GUIDELINES AND INTERVIEW TRANSCRIPTS

	Pre- Application of Strategy	Post- Application of Strategy
Teacher	<ol style="list-style-type: none"> 1. Bagaimana pembelajaran membaca di dalam kelas? 2. Apa saja kendala yang dihadapi saat pembelajaran membaca di kelas? 3. Usaha apa yang telah dilakukan untuk memperbaiki kendala tersebut? 4. Apakah usaha tersebut sudah mengatasi masalah yang terjadi di kelas? 	<ol style="list-style-type: none"> 1. Bagaimanakah proses pembelajaran saat diterapkan structure strategy? 2. Apakah siswa dapat mengalami kesulitan dalam mengikuti pembelajaran dengan structure strategy? 3. Apakah strategy yang diterapkan dapat membantu siswa dalam pemahaman teks? 4. Apakah kekurangan saat diterapkannya structur strategy di kelas? 5. Bagaimanakah cara untuk memperbaiki penerapan structure strategy di kelas?
Students	<ol style="list-style-type: none"> 1. Bagaimanakah pembelajaran bahasa yang biasa dilakukan di kelas? 2. Apakah kesulitan yang kalian temui saat membaca teks berbahasa Inggris? 3. Apakah kalian sudah menerapkan strategi dalam membaca? 4. Apakah strategi dalam membaca di perlukan? 5. Bagaimana pembelajaran membaca yang menurut kalian dapat membantu pemahaman? 	<ol style="list-style-type: none"> 1. Bagaimana pembelajaran Bahasa Inggris dengan strategi yang sudah dilakukan? 2. Apakah stretegi tersebut membantu dalam pemahaman? 3. Apakah strategy tersebut dapat membuat pembelajaran membaca menjadi lebih menyenangkan? 4. Menurut kalian, apakah structure strategy dapat Dipkai terus selanjutnya?

Observation 1 April 2013

R : researcher

S4 : Chandra Purba Kauthal

- R : dek ini kok belum selesai udah main-main
 S : lha yang ini panjang kok mbak
 R : terus kalau panjang kenapa dek?
 S : ya kan jadinya males mbak, jadi sulit ngartiinya
 R : dek ini belum dikerjain
 S : iya mbak belum
 R : kenapa ga segera dikerjain?
 S : panjang miss, bikin males
 R : kalau begitu biasanya gimana bacanya kalo panjang
 S : ya tetep dibaca makanya kita bosan
 R : trus gimana biar ga bosan?
 S : pake permainan mbak?
 R : jadi membaca pake permainan?
 S : ya mungkin aja bisa mbak
 R : ya sudah nanti dicoba
 S : kan seru mbak kalau permainan

6 May 2013 : After implementing Structure Strategy cycle 1

R : researcher

S1 : Chairend Fahmi Siregar

- R : Gimana dek udah ngerti cara structure strategy?
 S1 : structure strategy yang mengisi diagram ini mbak?
 R : iya, yang mencari tau karakter, setting plot itu dek, masih bingung?
 R : gimana dek?
 S1 : kalau di buat diagram begini lebih enak mbak, daripada nunjuk di paragraph.
 R : jadi lebih enak jawab soalnya?
 S1 : iya kan udah ada di diagramnya
 R : ya sudah berarti langsung dikerjakan ya dek
 S1 : iya mbak, saya kerjakan

6 May 2013 : After implementing Structure Strategy cycle 1

R : researcher

S2 : Chikal fajar Sumawang

R : Gimana dek udah ngerti cara structure strategy?

S2: ya lumayan mbak, yang ngisi2 tabel ini kan mbak?

R : iya yang diagram tokoh, setting itu..

S2 : bisa mbak

R : kalau guessing meaningnya gampang juga kan?

S2 : ya sulit mbak, kan ga tau artinya masak disuruh nebak?

R : justru ga tau jadi tebak aja dek...

S2 : lha kalau ga tau artinya ga tau kelas katanya mbak

R : bukan pakai arti pakai susunan kata, kaya kalau abis Subjek kan verb.

S2 : subject kan yang I, you itu mbak, terus selalu ada verbnya

R : iya.. nanti kalau sudah tau kelas katanya kan bisa menebak sesuai konteksnya

S2 : ya sudah mbak nanti saya coba dulu

R : oke...

6 May 2013 : After implementing Structure Strategy cycle 1

R : researcher

S6 : Anita

S7 : Alya

R : tadi ada kesulitan ga dek di readingnya?

S6 : ada mbak, banyak

S7 : semua mbak

R : semua gimana kan udah dijelasin ngisi diagramnya, udah ada pertanyaannya juga

S6 : yang itu bisa mbak, tapi teksnya panjang jadinya males

R : ya jangan males, masak ada teks takut

S6 : pak Mardi biasanya ga panjang banget mbak, terus banyak kata-kata yang ga ngerti

R : ya kan bisa di predict dek... terus yang panjang aslinya cuma dikit kan di diagram

S6 : ya kalau sudah di diagram kan sudah ringkasan

R : jadi lebih gampang kan dek pakai structure strategy?

S7 : ya enak lah mbak jadinya ga mbosenin

R : oke makasih dek

6 May 2013 : During the Break time of the Implementation of Guessing Meaning

R : researcher

S3 : Hana Kumalawati

S5 : Retno Wiyati

S3 : mbak, kalau jadi guru ga usah pakai jajan ya mbak

R : ya gapapa dek

S3 : mbak aku tanya tanya boleh ga?

R : oh, boleh banget dek, mau tanya tentang apa?

S3 : mbak kalau guessing meaning tadi pertama gimana caranya

R : baca dulu kalimat, nanti tentukan kelas katanya

S3 : kelas kata itu apa mbak? Yang kata kerja itu?

R : iya dek

S3 : iya mbak kalau begitu saya coba dulu

R : jadi sekarang sudah ga butuh Google Translate kan dek?

S5 : butuh dong mbak

R : tapi kan sudah diajari guessing meaning

S5 : guessingnya susah mbak, tadi ...

R : diperbanyak latihan aja, pasti bisa kok

7 May 2013 : After Implementation of Cycle I

R : researcher

C : collaborator : Mr. Sumardi

R : Pak, bagaimana saya di kelas kemaren?

C : Oh ya sudah cukup bagus mbak, tapi memang tadi diperbanyak diskusinya saja, soalnya kalau murid cuma diterangkan ya seperti itu tadi, jadi ramai sendiri dan kurang mendengarkan gurunya

R : kalau untuk implementasi berikutnya bagaimana Pak?

C : ya variasi teksnya lebih banyak mbak, karena kan kalau pertemuan dengan teks itu saja bosan

R : tapi pak untuk sebelumnya saya hanya pakai sebagai contoh menerangkan structure strategynya pak?

C : tapi tetap lebih baik kalau teksnya berbeda-beda mbak

R : baik pak, selanjutnya saya akan variasi teksnya

Interview transcript 13 May 2013 : After Implementation using story cards

R : researcher

S8 : Disa Yunara A

S9 : Nindy Revamariska

S10 : Chandra P

S11 : Habib Majid Sururi

R : jadi gimana dek, pakai structure strategy asik kan?

S8 : iya mbak, soalnya kalau dipecah-pecah gini kan enak ngartiinya

S10 : enak mbak, biasanya tu kalau reading Cuma 10% siswa mendengarkan, lainnya ngantuk, kalau pake kartu dan diagram begini kan jadi asik mbak.

S11 : ya enak lah mbak ga mbosenin gitu mbak

R : yang pakai story cards sama diagramnya gimana? Bingung?

S9 : enggak mbak, awalnya sih emang bingung ngurutin sama diagram tapi kan diagramnya kan bikin kita ngeri teks nya mbak

S11 : yang bingungin itu pas ceritanya digabung-gabung tetep nyambung lho mbak

R : ya itu kurang teliti, kalau teliti settingnya kan beda-beda

R : jadi pake structure strategy membantu pemahaman ga dek?

S9 : iya mbak, jadi cepet mudeng

S10 : bisa mbak, kan jadi tau inti ceritanya tu apa

S11 : bisa kan kalau pake diagram begitu kita tau isinya tiap paragraph trus tinggal nggabungin mbak

R : berarti gampang ya dek kalau mau pake structure strategy

S9 : gampang-gampang susah mbak

S11 : iya mbak

20 May 2013 : After Implementation of Cycle II

R : researcher

S9 : Helmi fairuz Ilham

R : Gimana dek, structure strategy gampang kan?

S9 : Ya bikin ringkes mbak

R : kalau begitu menurut kamu, strategy ini bisa dipakai lagi ga dek nantinya?

S9 : gimana mbak?

R : maksudnya nanti pas belajar reading ga sama mbak masih bisa pakai ini ga?

S9 : iya mbak, enak kalau pake diagram begini

R : jadi nanti kalau reading mau menerapkan strategi ini dong?

S9 : iya mbak

20 May 2013 : After Implementation of Cycle II**R : researcher****C : collaborator**

R : Selamat siang pak, boleh saya minta waktu dengan Bapak?

C : Bisa mbak, bagaimana?

R : begini Pak, tadi kan sudah pertemuan terakhir, untuk performance saya bagaimana ya Pak?

C : ya, sudah ada peningkatan Mbak, sudah bisa relax

R : kalau tentang metode yang saya pakai tadi bagaimana Pak?

C : Metodenya menarik, siswa juga kelihatanya suka Mbak diajar dengan cara ini

R : Bagaimana menurut Bapak, apa strategi ini bisa diterapkan kedepanya?

C : Bisa mbak, saya lihat siswa juga suka memakai cara itu, meskipun ya agak lama ya mbak tapi siswa jadi lebih aktif dalam membaca

R : oh, begitu pak, tapi siswa sudah jadi lebih aktif membaca dan berdiskusi ya Pak?

C : Iya, sudah bagus

Course grid
The Application of Structure strategy for Narrative text in SMP 1 Wonosari

Standar Competency	Basic competence	Indicators	Learning materials	Learning Activities	Language Focus	Time
To understand meaning in short simple essay in a form of recount, and narrative for interaction within immediate environment.	Reading aloud the functional text and short simple essay in a form of recount and narrative with a good pace and intonation which is related to immediate environment.	Students pronounce the words correctly. Students use correct intonation with English tone. Students confidently read English text	The Legend of Danau Toba	Several students read aloud the parts of the text based on structure (paused in every part of the text based on the structure) Teacher correct the pronunciation	Text Structure Falling and rising intonation : declarative sentence, questions	2x40
	To respond meaning in a simple functional written text accurately, fluently which is related to immediate environment	Students answer the comprehension question correctly (include referential, word guessing, etc)	Narrative text : Shoemaker and Elves	Students are introduced to Structure of the narrative text Students match the structure text with text Students learn to get information from text by	Text structure of Narrative : orientation, sequence of event, resolution Sounds : astounded, intended, vs pleased, finished	3x 40

				skimming and scanning	Personal trait : explicit and implicit information. Identification of Setting Signal words in sequencing events.	
	To respond meaning in a simple functional written text accurately, fluently which is related to immediate environment	Students answer the comprehension question correctly (include referential, word guessing, etc)	Narrative text : Shoemaker and Elves	Students are practicing using Structure strategy diagram of the narrative text Students do the comprehensions questions Students practice to guess meaning from the context	Text structure of Narrative : orientation, sequence of event, resolution Implicit and explicit information Signal words, setting, context	3x40
To understand meaning in short simple essay in a form of recount, and	To respond meaning and rhetorical stages in short simple essay accurately, fluently	Students can apply structure strategy in	Narrative text Mouse and lion, snow	Students combined jumbled sentences based on narrative	Text structure of Narrative	3x40

narrative for interaction within immediate environment.	which is related to immediate environment in a form of recount and narrative text.	understanding narrative texts	white and three pigs	text structure. (done in cards) Students breaks down the narrative text into structure strategy graph. Students describe the character trait, stages of events and setting of the story	Personal traits: explicit and implicit information. Identification of Setting Signal words in sequencing events. Guessing difficult word from context	
			The three wishes	Students do comprehensible questions Students do the guessing meaning practice	Explicit and implicit information from the text. Vocabulary drilling, signal words	2x40

LESSON PLAN

School	: <u>SMP 1 Wonosari</u>
Grade	: VIII
Semester	: 1
Subject	: English
Text Type	: Narrative Text
Skill	: Reading
Time allocation	: 2 x 40 minutes (1 session)

A. STANDARD OF COMPETENCE

To understand meaning in short simple essay in a form of recount, and narrative for interaction within immediate environment

B. BASIC COMPETENCE

Reading aloud the functional text and short simple essay in a form of recount and **narrative** with a good pace and intonation which is related to immediate

C. LEARNING GOAL

1. The students are expected to be able to read the text with correct pronunciation and intonation.
2. The students are expected to be able to respond meanings from written text accurately.

D. LEARNING INDICATORS

Upon completion of the learning activities,

1. Students are able to pronounce the words correctly.
2. Students use correct intonation with English tone.
3. Students confidently read English text in English tone.
4. Students are aware on the structure that underline the text.

D. MATERIALS

1. *Simple Past Tense Pronunciations*

astounded, intended (clear ed sounds) vs pleased, finished (clear ‘d’ sounds)

2. *Structure of Narrative Text*

- Orientation : setting and characters
- sequence of event : complication, resolution
- Re orientation (optional)

3. *Grammatical Features*

1. The use of proper noun: identifying person involved, setting : name of place and time
2. The use of signal words : soon after, now, that time, in the morning, next morning, in the night, etc

F. LEARNING ACTIVITIES

Genre Based Approach

E. METHOD

1. **Opening (15 minutes)**

Building Knowledge of the Field.

- a. Greeting.
- b. Calling the roll
- c. Informing the learning objectives.
- d. Review the materials of “Simple Past Tense” and “Narrative”.

2. **Main**

Modeling of the Text

- a. Students read a text entitled “The legend of Danau Toba” in silent first
- b. Teacher point out several students to read the text based on structure strategy concept.

- c. Some students read aloud the text based on the part of narrative structure, teacher gives emphasize on the words and intonations in reading text.

Joint Construction of the Text

- a. Students identify part of narrative based on narrative text structure on the text that they read before.
 - b. Students practice to pronounce several “past form verb”
 - c. Students and teacher discuss the structure strategy concept that is applied when they have reading aloud practice
- d. **Closing (15 minutes)**
- 1) Teacher and students reflect what they have learnt today.
 - 2) Teacher reminds students to learn more on structure of the narrative texts

G. LEARNING RESOURCES

- 1. Text Types 3 by Mark and Kathy Anderson.
- 2. www.taleswithmoral.com The legend of Danau Toba

H. ASSESSMENT

Competence Attainment Indicator	Technique	Form	Instrument
1. Students are able to read text with correct pronunciation and intonation.	Oral	Classical	Oral
2. Students are able to answer the comprehension questions based on the text.	Written	handout	Attached

Teacher Guide

Yogyakarta, April 2013
Teacher

Sumardi, SPd.
NIP : 196112301984121002

Fitri Apriliyani
NIM : 09202241044

Text.

The Legend of Lake Toba

Once upon a time, there was a young man named **Toba**. He lived alone and had no wife. He decided being single and didn't get married, although his age was mature enough to a family.

One day, after worked on his small farm, he decided to go fishing. He wanted to look for some fish for his dinner. He waited for a long time, but his hook didn't catch any fish. He waited and waited patiently.

Suddenly, his fish bait made some movement. He was sure he would get a fish for his dinner. And that was true, a pretty big fish stuck on his bait. He took the fish and then put it on a fish basket. Then, he went home. He was so happy to get a fish for his dinner. He imagined that his dinner tonight would be nice because the fish was pretty big and fresh.

Arriving at home, he put his fish basket beside the fire place. And then, he set fire of the fire place. But, he realized that he forgot to look for some woods for his fire place. Without the woods, of course he couldn't cook the fish for his dinner. He went out to look for some woods. He left the fish in the kitchen. He didn't worry about the fish because he was sure that the fish was safe in the place.

After getting some woods, he went back home, but, he was too surprised as the fish basket was empty. The fish was gone, he just found some scales which in the form of gold pieces. Toba was confused. He convinced himself that the gold pieces he hold was the scales of the fish he caught this afternoon.

He stepped to his room. But, again he was shocked as he saw a beautiful girl with long hair in his room. The girl sat in Toba's bed. Toba didn't make any movement. He was so shock and wondered who the girl was.

As the day passed, the girl always cooked for Toba and they fell in love. The girl agreed to be Toba's wife with one condition, she didn't want Toba told anyone that she was a fish. Toba agreed the girl's requirement. And then they got married. Toba was happy to have such a beautiful wife. They lived happily because they loved each other.

Years gone by. Toba's wife was pregnant and then not so long after that she gave birth. Toba was so happy. The baby was a boy. Named **Samosir**. They took care their only child. They showered the boy with love. It seemed that they were happy family.

One day the mother asked samosir to bring lunch for his father who worked in a farm. Usually the mother did his job. But, because she was very busy, she didn't

have time to bring the lunch for his husband.

On the way to his father's farm, he ate the lunch little by little. He felt hungry, too. Because of this, there's just a little lunch left. Meanwhile, the day was getting hot. Toba decided to rest under the tree. He felt thirsty and hungry. He asked himself why his wife didn't bring lunch for him. "What do you do here, my son. Where is your mother? Why she didn't bring my lunch?" Toba said angrily.

"Mother is busy to do other things. So, she asked me to bring this lunch for you" said Samosir while gave the lunch to his father.

Toba took the lunch quickly as he couldn't bear his hunger anymore. But, when he saw the lunch box, he was surprised. The lunch was no more left. He asked Samosir why the lunch box was empty and Samosir said he ate that all. Toba felt really upset whit his son. And, suddenly he said something rude that actually was forbidden.

"Your manner is like a little animal. It is because your mother spoiled you. You are so naughty. Well, it is because your mother is a fish. So you are like her. Go away from here" Toba didn't realize that what he said was so rude. He was forbidden to tell about Samosir's mother's origin.

Samosir was so sad to hear what his father's said. He was badly hurt. He cried continuosly. His mother asked why Samosir cried. Samosir said that his father was angry to him. It's because he ate his father's lunch. Samosir also told what his father had said to him.

The beautiful girl was really sad. He thought that Toba didn't love her anymore. Toba was changed. He broke his promise to her. So, the girl thought there was no use she lived. She decided to do suicide by jumping to a lake. Suddenly, the sky was getting dark upon the valley. Not so long after that, the rain poured the earth. It was a huge rain. The thunder and the lightning were so scary. The rain was so heavy and make a huge flood. The valley was like a sea. Just as the girl said, there was a great disaster in that village.

And, the spoiled child, Samosir, although he climbed the highest tree, he still couldn't save himself from this great disaster. He died as his parents. His body was floating. And then baceme small island which now was called **Samosir Island**. And, the village was sink and became a huge lake. This lake was named as Toba's name, that is **Lake Toba**.

Comprehension Question

1. Where was the man work?
2. What did the man expect for dinner?
3. What did the man found in the basket of fish?
4. What did the man found in the room?
5. Who was the name of the man's son?
6. What did the women order to her son?
7. Why did the man angry to his son?
8. What made the women suicide?
9. What happened after the women suicide?
10. What happened to the son after the disaster?

LESSON PLAN

School	: <u>SMP 1 Wonosari</u>
Grade	: VIII
Semester	: 1
Subject	: English
Text Type	: Narrative Text
Skill	: Reading
Time allocation	: 6 x 40 minutes (2 session)

A. STANDARD OF COMPETENCE

To understand meaning in short simple essay in a form of recount, and narrative for interaction within immediate environment

B. BASIC COMPETENCE

1. Reading aloud the functional text and short simple essay in a form of recount and **narrative** with a good pace and intonation which is related to immediate environment
2. To respond meaning in a simple functional written text accurately and fluently which is related to immediate environment

C. LEARNING GOAL

3. The students are expected to be able to read the text with correct pronunciation and intonation.
4. The students are expected to be able to respond meanings from written text accurately.

D. LEARNING INDICATORS

Upon completion of the learning activities,

5. Students are able to pronounce the words correctly.
6. Students use correct intonation with English tone.
7. Students confidently read English text in English tone.
8. Students are able to answer comprehensible questions correctly.

9. Students are able to guess the meaning of new words based on the context.

D. MATERIALS

4. *Simple Past Tense Pronunciations*

astounded, intended (clear ed sounds) vs pleased, finished (clear 'd' sounds)

5. *Structure of Narrative Text*

Orientation :

- A setting (where and when the story happens)
- A character or characters
- Events that take place in a certain order

Problem :

- A problem a character has or an objective the character is trying to achieve

Resolution :

- A solution to the problem or information telling if the objective was achieved or not

Reorientation (optional)

6. *Grammatical Features*

1. The use of proper noun: identifying person involved, setting : name of place and time
2. The use of signal words : soon after, now, that time, in the morning, next morning, in the night, etc

7. *Steps in Guessing Meaning from Context*

- Defining the part of speech of the words
 - Looking for further clues in the word's collocates
 - Looking the words in wider context
8. Analyzing the suffix and affix (if available)

E. METHOD

Genre Based Approach

F. LEARNING ACTIVITIES

3. Opening (2x15 minutes)

Building Knowledge of the Field.

- e. Greeting.
- f. Calling the roll
- g. Informing the learning objectives.
- h. Review the materials of “Simple Past Tense” and “Narrative”.

4. Main

Modeling of the Text

- e. Students read a text entitled ‘The Shoemaker and Elves’ in silent reading for about 10 minutes.
- f. Some students read aloud the text based on the part of narrative structure, teacher gives emphasize on the words and intonations in reading text.
- g. Teacher modelled the way students fill the diagram with information from the text.
- h. Teacher explained the way students can guess meaning from the texts.
- i. Students answer the comprehension questions based on the text.

Joint Construction of the Text

- a. Students identify who, what, when, where the story happen as orientation/introductory paragraph when filling the diagram with information from the texts.
- b. Students identify part of narrative based on narrative text structure.
- c. Students make the inference and guess the unfamiliar words based on the text.
- d. Students and teacher discuss the comprehension questions
- e. Students and teacher discuss the way students guess the meaning from context.

Independent Construction of Text

- a. Students make brief summary of the text and read it aloud, some of them read it in front of the class.
- b. Students and teacher check the students’ guessing meaning by consulting with dictionary.

j. Closing (15 minutes)

- 3) Teacher and students reflect what they have learnt today.
- 4) Teacher reminds students to list the irregular verbs as their homeworks.

G. LEARNING RESOURCES

1. Text Types 3 by Mark and Kathy Anderson.
2. www.storynory.com Shoemaker and Elves
3. Structure of text by Nicols

H. ASSESSMENT

Competence Attainment Indicator	Technique	Form	Instrument
3. Students are able to read text with correct pronunciation and intonation.	Oral	Classical	Oral
4. Students are able to answer the comprehension questions based on the text.	Written	handout	Attached

Teacher Guide

Yogyakarta, April 2013
Teacher

Sumardi, SPd.
NIP : 196112301984121002

Fitri Apriliyani
NIM : 09202241044

Text

Shoemaker and Elves

A shoemaker, by no fault of his own, became so poor that at last he had nothing left but enough leather for one pair of shoes. So in the evening, he cut the leather into the shape of the shoes, and he left his work on the table to finish in the morning. He lay down quietly in his bed, and before he felt asleep he asked God to help him.

In the morning, just as he was about to sit down to work, he saw the two shoes standing quite finished on his table. He was astounded, and did not know what to make of it. He took the shoes in his hands to look at them more closely and he saw that they were so neatly made that there was not one bad stitch in them. It just as if they were intended as a masterpiece. Soon after, a customer came in to the shop, and as the shoes pleased him so well, he paid more than the usual price. Now the shoe maker had enough money to buy leather for two pairs of shoes. That night, he cut out the leather. Next morning he was about to set to work with fresh hope for the future when he saw that the shoes were already made. There was no shortage of customers who wanted the shoes. The shoemaker soon had enough to buy leather for four pairs of shoes. The following morning he found the four pairs made; and so it went on. Any leather that he cut out in the evening was finished by the morning. Soon he was no longer poor, and he even became quite rich.

Now one evening not long before Christmas, the man finished cutting out the leather as usual. But this time he said to his wife, "*Let's stay up to-night to see who it is that lend us this helping hand.*" The woman liked the idea, and lighted a candle, and then they hid themselves in a corner of the room, behind some clothes which were hanging up there, and watched. When it was midnight, two little elves came into the room, both without any clothes on, and sat down by the shoemaker's table. They took all the work which was cut out before them and began to stitch, and sew, and hammer so skillfully and so quickly with their little fingers that the shoemaker could not turn away his eyes for astonishment. They did not stop until all was done, and stood finished on the table, and then they ran quickly away.

Next morning the woman said, "The little men have made us rich, and we really must show that we are grateful for it. They run about so, and have nothing on, and must be cold. I'll tell you what I'll do: I will make them little shirts, and coats, and vests, and trousers, and knit both of them a pair of stockings, and you can help too – make them two little pairs of shoes." The man said, "I shall be very glad to do it;" and one night, when everything was ready, they laid their presents all together on the table instead of the cut-out work. Then hid themselves to see what the little men would do.

At midnight they came bounding in, and wanted to get to work at once, but as they did not find any leather cut out, but only the pretty little articles of clothing, they were at first puzzled, and then delighted. They dressed themselves very quickly, putting the pretty clothes on, and singing,

“Now we are boys so fine to see, Why should we longer cobblers be?” From that time one they came no more, but as long as the shoemaker lived all went well with him, and all his business prospered.

Answer the following questions based on the text.

1. How was the business of the Shoemaker?
2. Why did the shoemaker pray to God?
3. What do you think of the Shoemaker's trait?
4. What happen to the leather that Shoemaker cut in the morning?
5. What happen to shoemakers after successfully selling shoes?
6. What did the Shoemaker do for the one who help him?
7. What did Shoemaker's wife do to repay the men who help her husband?
8. What happen to the little men after they found no leather in the table?
9. What is the moral value of this story?
10. Did the little men work for Shoemaker forever?

Match the words on the left to the meaning on the right.

1. Fault	a. become successful financially
2. neat	b. feeling thankful toward someone
3. stitch	c. piece of thread sewn in cloth or shoes
4. shortage	d. tidy or when everything is in its place
5. masterpiece	e. very great surprise
6. astonishment	f. a person who repair shoes
7. grateful	g. very pleased
8. delighted	h. mistake
9. cobbler	i. something lacking
10. prosper	j. person's greatest job

Example of Structure Strategy Diagram

Name _____

Stone Soup

Setting

When?

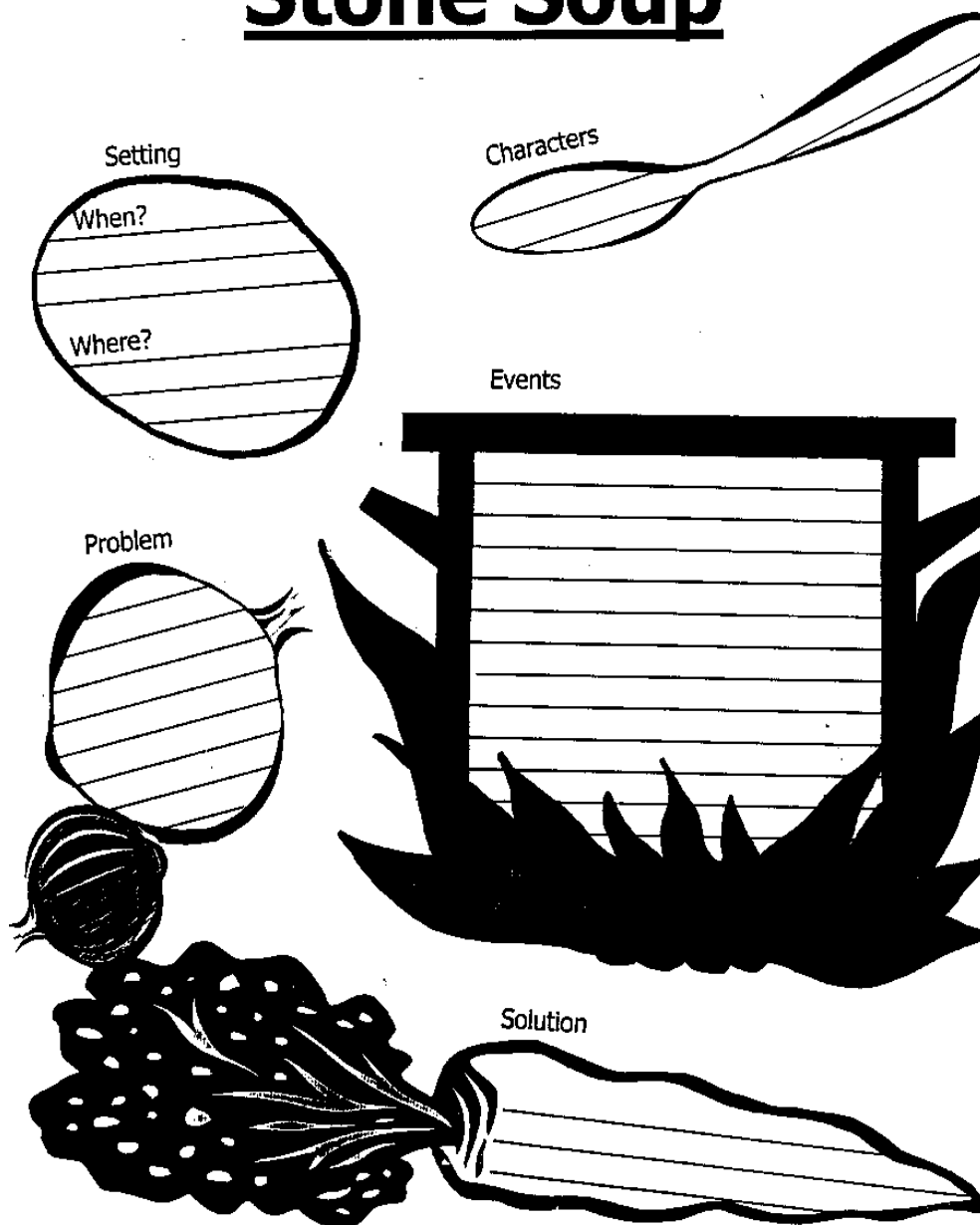
Where?

Characters

Events

Problem

Solution





Sylvester

AND THE
MAGIC PEBBLE



SETTING

When?

Where?

CHARACTERS:

EVENTS:

PROBLEM:

SOLUTION:



LESSON PLAN

School	: <u>SMP 1 Wonosari</u>
Grade	: VIII
Semester	: 1
Subject	: English
Text Type	: Narrative Text
Skill	: Reading
Time allocation	: 3 x 40 minutes (1 session)

A. STANDARD OF COMPETENCE

To understand meaning in short simple essay in a form of recount, and narrative for interaction within immediate environment

B. BASIC COMPETENCE

To respond meaning and rhetorical stages in short simple essay accurately, fluently which is related to immediate environment in a form of recount and narrative text.

C. LEARNING GOAL

Students can apply structure strategy in understanding narrative texts

D. LEARNING INDICATORS

Upon completion of the learning activities,

10. Students are able to identify structure of narrative text.
11. Students are able to group part of narrative text into diagram of narrative.
12. Students are able to get the explicit information from the text.
13. Students are able to get the implicit information from the text.
14. Students are able to guess the meaning of new words based on the context and infer correctly.

D. MATERIALS

9. *Structure of Narrative Text*

- Orientation : setting and characters
- sequence of event : complication, resolution
- Re orientation (optional)

10. *Grammatical Features*

1. The use of proper noun: identifying person involved, setting : name of place and time
2. The use of signal words : soon after, now, that time, in the morning, next morning, in the night, etc

E. METHOD

Genre Based Approach

F. LEARNING ACTIVITIES

5. Opening (15 minutes)

Building Knowledge of the Field.

- i. Greeting.
- j. Calling the roll
- k. Informing the learning objectives.
- l. Review the materials of “Simple Past Tense” and “Narrative”.

6. Main (90 minutes)

Modeling and deconstructing the text

- a. Students read the story that is given by teachers.
- b. Students and teacher discuss the overall content of story.
- c. Teacher introduce the structure of the narrative texts by giving label on the story.
- d. Teacher models the graphic structure strategies to break down the texts. (showing the graphic text structure that can be freely created by students)

Joint construction of the texts

- a. Teachers ask students to group themselves, each group consists of 4 students.
- b. Students are given cards containing the parts of narrative texts.

- c. Students arrange the cards into structured narrative text, (models it into structure strategy graphs)

Independent construction of text

- k. Students given a texts and students asked to break down the text into structural narrative texts. (diagram is available, but students are free to make their own pattern)

1. **Closing (15 minutes)**

- 5) Teacher and students reflect what they have learnt today.
- 6) Teachers informed that there will be test for student next meeting as evaluations

G. LEARNING RESOURCES

- 1. Text Types 3 by Mark and Kathy Anderson.
- 2. Florida center for reading research 2007

H. ASSESSMENT

Competence Attainment Indicator	Technique	Form	Instrument
5. Students are able to answer the comprehension questions based on the text. (including the explicit and implicit information and referential)	Written	Handout	Attached
6. Students are able to identify the structure of the text	written	handout	Attached

Teacher Guide

Yogyakarta, April 2013
Teacher

Sumardi, SPd.
NIP : 196112301984121002

Fitri Apriliyani
NIM : 09202241044

Story Cards

Comprehension	
C.005.AM2a	Story Element Sort
three pigs	three houses in the country
wolf blows down two houses	the third house was made of bricks
Charlotte (spider), Wilbur (pig) and other farm animals	a barn on a farm
Wilbur is in danger of being killed for food	Charlotte uses web to write wonderful things about Wilbur

Comprehension

C.005.AM3

Story Element Sort

three pigs outsmart a wolf	a pig avoids being killed with the help of a friend
evil stepmother tries to get rid of Snow White	Mouse saves a lion
smart thinking wins over physical bullying	friendship can help to overcome challenges
love is powerful	even the weak and small can be of great help



Comprehension

Story Element Sort

C.005.AM2b

Snow White and the seven dwarfs	cottage in the forest
Snow White eats a poisoned apple and falls asleep	a prince wakes up Snow White
Lion and Mouse	jungle
Lion gets caught in a trap	Mouse frees Lion from trap by eating the ropes



Students worksheets

Name _____

Story Mapping

C.009.SS.I

Title and Author

Character	Character	Character
-----------	-----------	-----------

Setting

Problem: _____

Event

Event

Event

Event

Solution: _____

LESSON PLAN

School	: <u>SMP 1 Wonosari</u>
Grade	: VIII
Semester	: 1
Subject	: English
Text Type	: Narrative Text
Skill	: Reading
Time allocation	: 2 x 40 minutes (1 session)

A. STANDARD OF COMPETENCE

To understand meaning in short simple essay in a form of recount, and narrative for interaction within immediate environment

B. BASIC COMPETENCE

To respond meaning and rhetorical stages in short simple essay accurately, fluently which is related to immediate environment in a form of recount and narrative text.

C. LEARNING GOAL

Students can use structure strategy to help them comprehending the text.

D. LEARNING INDICATORS

Upon completion of the learning activities,

15. Students are able to identify structure of narrative text.
16. Students are able to get the explicit information from the text.
17. Students are able to get the implicit information from the text.
18. Students are able to guess the meaning of new words based on the context and infer correctly.

D. MATERIALS

11. *Structure of Narrative Text*

- Orientation : setting and characters
- sequence of event : complication, resolution
- Re orientation (optional)

12. *Grammatical Features*

1. The use of proper noun: identifying person involved, setting : name of place and time
2. The use of signal words : soon after, now, that time, in the morning, next morning, in the night, etc

13. *Steps in Guessing Meaning from Context*

- Defining the part of speech of the words
- Looking for further clues in the word's collocates
- Looking the words in wider context
- Analyzing the suffix and affix (if available)

E. METHOD

Genre Based Approach

F. LEARNING ACTIVITIES

7. **Opening (15 minutes)**

Building Knowledge of the Field.

- m. Greeting.
- n. Calling the roll
- o. Informing the learning objectives.
- p. Review the materials of "Simple Past Tense" and "Narrative".

8. **Main (90 minutes)**

Modeling and deconstructing the text

- e. Teacher and students discuss about their wishes (as the pre-reading activities).
- f. Students read the story that is given by teachers entitled "three wishes".
- g. Teacher explained the use of "if" and structure to describe wishes.

- h. Teacher remind students how to guess meaning

Joint construction of the texts

- a. Students answer the questions beneath.
- b. Students and teacher discuss the overall content of story by reminding the structure of the texts
- c. Students work with the guessing meaning exercise under comprehension questions

9. Closing (15 minutes)

- a. Teacher and students reflect what they have learnt today.
- b. Teachers informed that there will be test for student next meeting as evaluations

G. LEARNING RESOURCES

- 1. Text Types 3 by Mark and Kathy Anderson.
- 2. Florida center for reading research 2007

H. ASSESSMENT

Competence Attainment Indicator	Technique	Form	Instrument
7. Students are able to answer the comprehension questions based on the text. (including the explicit and implicit information and referential)	Written	Handout	Attached
8. Students are able to guess meaning of particular words from the text	written	handout	Attached

Teacher Guide

Yogyakarta, April 2013
Teacher

Sumardi, SPd.
NIP : 196112301984121002

Fitri Apriliyani
NIM : 09202241044

Text

The Three Wishes

One evening a poor laborer was talking to his wife about one of their neighbors, who has a man of considerable wealth. “Ah!” he said to her, “if I had a little money, I could open a shop. Then, I would work hard and should soon to be a man of means.”

“I,” answered his wife, “would not be satisfied with that. I should like to be very rich. I should like to have a large house. I would help poor people like ourselves and would try to make everybody happy.”

Suddenly there appeared a very beautiful woman in their room. She told them that she was a fairy. She would grant them the first three things they might wish. She added that they should choose with care, as she could allow them no more than three wishes. The fairy then disappeared.

The husband and wife were at first very much embarrassed. Then the wife said, “If I have to choose first, I should like to be beautiful, rich and talented.”

“I believe it would be much wiser to wish for health, joy and long life,” replied her husband.

“But,” exclaimed the woman, “it would be no use to have long life without to be rich, for it would only be lengthen our misery.”

“That’s true,” her husband said. “let us take time. We shall see tomorrow what three things most needed, and then we can wish them.” “I will think it over all night,” replied the wife, “, meanwhile let us take our supper.”

When they were eating, the wife said without thinking : “ Oh, I should like to have a piece of meat, for a long time we have not eaten meat.” She had hardly finished these words, when a piece of meat came tumbling down on her plate.

“Confound the glutton and her meat,” exclaimed the husband. “is that a fine wish? Now we only two wishes left. For your stupidity, I should like to see that piece of meat would stick to your nose.” This was hardly said, when the piece of meat jumped on the tip of his wife’s nose and clung to it so fast, that she could not tear it off.

“Gracious me!” she cried. What have you done! You are the most wicked fellow on earth to make that piece of meat stick to the top of my nide.”

“My dear,” her husband replied trying to console her, “I admit my stupidity. What are we going to do now? Let me wish for great riches.”

“Don’ t be silly,” his wife returned. “listen! We still have one wish left. Leave it to me. I wish that the piece of meat should fall to the ground.” And behold! The piece of meat was lying on the flooe.

“My dear,” said the wife again, “believe me, it is better for us to wish for nothing and to be satisfied with what God has given to us...”

Taken from : SALC Reading Material by Titik Sudartinah S.S

Comprehension questions

Answer the following questions.

3. Where were the laborer and his wife?
4. What were they talking about?
5. What did the husband wish for?
6. What would he do if he had money?
7. What did the wife want?
8. Who appeared in the room?
9. What did the fairy tell them?
10. What did the wife want if she had to choose first?
11. What did the husband believe?
12. How long did they want to think of the things they needed the most?
13. When did the wife do her first wish?
14. What was this wish?
15. Was it her intention to make that wish?
16. What did her husband say then the first wish was granted?
17. What did he wish for her stupidity?
18. What happened then?
19. What did the wife tell him?

20. What would the husband wish to console her?

21. What was the third wish?

22. What is the moral value of this story?

Guessing meaning Practice

Match the words in the left side to the meaning in the right side.

1. Laborer	a) Being foolish
2. Considerable	b) Make or become longer
3. Wealth	c) Give comfort or sympathy to
4. Fairy	d) Consent to give or allow what is asked for
5. Grant	e) Ashamed
6. Embarrassed	f) Fall quickly or violently
7. Talented	g) Great, much
8. lengthen	h) expressing annoyance or anger
9. misery	i) gifted
10. tumble	j) great suffering
11. confound	k) man who performs heavy unskilled work
12. glutton	l) cause something to be out of place
13. stupidity	m) possession of a great amount of property, money etc
14. tear off	n) person who eats too much
15. console	o) small imaginary being with supernatural powers, able to help or harm people.

Taken from : SALC Reading Material by Titik Sudartinah, S.S

Pre Test Questions Prototype

Read the text carefully and choose one right answer for each question.

Text 1

Two men were travelling together, when a bear suddenly met them on their path. One of them quickly climbed up a tree and hid among the branches. The other felt that he would be attacked, fell flat on the ground. The bear came up and felt him with his snout, and smelt him all over. The man held his breath and pretended to be dead. When the bear had left him, the other traveler came down out of the tree. With a clever grin, he approached his friend “Just what was it that Bear whispered in your ear?” His companion replied “never travel with a friend who leaves you at the approach of danger”

1. What is the theme of the story?
 - a. Friendship
 - b. Animal care
 - c. Don't be afraid of bear
 - d. Forest hunting
2. Where do the story probably happen?
 - a. at the lake
 - b. at the forest
 - c. at the beach
 - d. at the city
3. How many character are mentioned in the story?
 - a. One
 - b. Two
 - c. Three
 - d. four
4. When the bear had left him, the... (line 3), what does him refer to?
 - a. The man who fell in the ground
 - b. The man who hid in the branch
 - c. The man who run to the forest
 - d. The bear
5. Did the man who fell died because the bear smelt him?
 - a. Yes, he did
 - b. Yes, he does
 - c. No, he didn't
 - d. No, he doesn't
6. The word travel in this context has the similar meaning with this, except ...
 - a. Weekend
 - b. Voyage
 - c. Trip
 - d. Vacation

Text 2

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree. "Good-day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds." The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. "That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future. "Do not trust flatterers."

- | | |
|---|--|
| <p>7. What does this story belong to?</p> <ul style="list-style-type: none"> a. Fable b. Legend c. Classic Story d. Science Fiction <p>8. A Fox once saw a Crow fly off with a piece of cheese in its beak ... (line 1), what do its refer to?</p> <ul style="list-style-type: none"> a. Fox's b. Crow's c. Reynard's d. Tree's <p>9. "how <i>bright</i> your eye" The word which has similar meaning with bright in this context..</p> <ul style="list-style-type: none"> a. Diligent b. Shiny c. Happy d. Cute | <p>10. What did the fox do to get cheese from the crow?</p> <ul style="list-style-type: none"> a. He snatched away the cheese b. He asked to have the cheese c. He made the crow throw the cheese d. He sang a song for the crow <p>11. Is the crow female?</p> <ul style="list-style-type: none"> a. Yes, it does b. Yes, it is c. No, it doesn't d. No, it isn't <p>12. Who is flatterers in the story above?</p> <ul style="list-style-type: none"> a. Queen of Bird b. Mistress crow c. Master fox d. None |
|---|--|

Text 3

One fine day it occurred to the Members of the Body that they were doing all the work and the Belly was having all the food. So they held a meeting, and after a long discussion, decided to strike work till the Belly consented to take its proper share of the work. So for a day or two, the Hands refused to take the food, the Mouth refused to receive it, and the Teeth had no work to do. But after a day or two the Members began to find that they themselves were not in a very active condition: the Hands could hardly move, and the Mouth was all parched and dry, while the Legs were unable to support the rest. So thus they found that even the Belly in its dull quiet way was doing necessary work for the Body, and that all must work together or the Body will go to pieces.

13. What is the text about?

- a. How body's work
- b. The strike of the legs
- c. Food distribution
- d. Discussion of the members

14. Why did the members hold a meeting?

- a. Because the members wanted to have a food
- b. Because the members wanted a fair job
- c. Because the members loved belly
- d. Because the member hated belly

15. What happens when the belly didn't work?

- a. The members were all happy
- b. The members couldn't do their job
- c. The members lost belly
- d. The members were bored

16. Which of these words has closest meaning with "strike"?

- a. Separate
- b. Divide
- c. Stop
- d. Against

17. What can you learn from the story?

- a. You need to love your friend
- b. Friends are everything you have
- c. Don't hate your friend
- d. Don't be jealous to others

Text 4

A Man and his son were once going with their Donkey to market. As they were walking along by its side a countryman passed them and said: "You fools, what is a Donkey for but to ride upon?" So the Man put the Boy on the Donkey and they went on their way. But soon they passed a group of men, one of whom said: "See that lazy youngster, he lets his father walk while he rides." So the Man ordered his Boy to get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other: "Shame on that lazy lout to let his poor little son trudge along." Well, the Man didn't know what to do, but at last he took his Boy up before him on the Donkey. By this time they had come to the town, and the passersby began to jeer and point at them. The Man stopped and asked what they were scoffing at. The men said: "Aren't you ashamed of yourself for overloading that poor donkey of yours and your son?" The Man and Boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the donkey's feet to it, and raised the pole and the donkey to their shoulders. They went along amid the laughter of all who met them till they came to Market Bridge, when the Donkey, getting one of his feet loose, kicked out and caused the Boy to drop his end of the pole. In the struggle the Donkey fell over the bridge, and his fore-feet being tied together he was drowned. "That will teach you," said an old man who had followed them: "Please all, and you will please none."

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| 18. What happened to the donkey after a man and son met a countryman? | 21. Which of following words has similar meaning with jeer? |
| a. It was rode by the countryman | a. Love |
| b. It was rode by the son | b. Hate |
| c. It was rode by the man | c. Laugh |
| d. None rode the donkey | d. Cried |
| 19. After met a group of men, why did the man ordered his Boy to get off? | 22. What can you learn from the story? |
| a. One of the men teased the man | a. You have to listen all advice |
| b. The boy wanted to walk by his own | b. You can't please any body |
| c. The man was angry to the boy | c. You don't need to listen all advice |
| d. The man wanted to ride the donkey | d. You can please any body |
| 20. What happened after the man, his son and donkey arrive in the town? | 23. What do you think about the character of the old man? |
| a. People were buying thing from the man | a. Honest |
| b. People were asking the price of the donkey | b. Wise |
| c. People were cried over the donkey | c. Lovely |
| d. People were scoffing the man and his son | d. Caring |

Text 5

Patty the Milkmaid was going to market carrying her milk in a pail on her head. As she went along she began calculating what she would do with the money she would get for the milk. "I'll buy some fowls from Farmer Brown," said she, "and they will lay eggs each morning, which I will sell to the parson's wife. With the money that I get from the sale of these eggs I'll buy myself a new dimity frock and a chip hat; and when I go to market, won't all the young men come up and speak to me! Polly Shaw will be that jealous; but I don't care. I shall just look at her and toss my head like this. As she spoke she tossed her head back, the Pail fell off it, and all the milk was spilt. So she had to go home and tell her mother what had *occurred*. "Ah, my child," said the mother, "Do not count your chickens before they are hatched."

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| <p>24. How many characters are mentioned in the story?</p> <ul style="list-style-type: none"> a. three b. four c. five d. six | <p>27. I'll buy some fowls from farmer Brown, which of these animal has the same features with fowl?</p> <ul style="list-style-type: none"> a. Hen and bird b. Hen and cock c. Hen and cow |
| <p>25. Where did the story probably happen?</p> <ul style="list-style-type: none"> a. In the country side b. In the city town c. In the beach d. In the down town | <p>28. Cock and bird These things will be done by Patty once she got money, except...</p> <ul style="list-style-type: none"> a. Buying hat for her mother b. Buying dimity frock for herself c. Buying fowls for herself d. Buying another pail of milk |
| <p>26. The following statements are true about Patty the Milkmaid, <u>except...</u></p> <ul style="list-style-type: none"> a. She went to the market carrying pail of milk. b. She calculated what she would have if she got money. c. She was bringing a pail of milk on his hand. d. She told her mom on what happened to her. | <p>29. What can we learn from the story?</p> <ul style="list-style-type: none"> a. Don't ever try to count chicken on your home b. Don't count chicken by counting the eggs lay on the nest c. Don't be jealous with your own friend d. Don't assume that you will get something until you really have it |

30. The word *occurred* (line 8) has similar meaning with ...

- a. Happened
- b. Experienced
- c. Followed
- d. Activated

Text 6

The Frogs were living as happy as could be in a marshy swamp that just suited them; they went splashing about caring for nobody and nobody troubling with them. But some of them thought that this was not right, that they should have a king and a proper constitution, so they determined to send up a petition to Jove to give them what they wanted. "Mighty Jove," they cried, "send unto us a king that will rule over us and keep us in order." Jove laughed at their croaking, and threw down into the swamp a huge log, which came down splash to the swamp. The Frogs were frightened out of their lives by the commotion made in their midst, and all rushed to the bank to look at the horrible monster; but after a time, seeing that it did not move, one or two of the boldest of them ventured out towards the Log, and even dared to touch it; still it did not move. Then the greatest hero of the Frogs jumped upon the Log and commenced dancing up and down upon it, thereupon all the Frogs came and did the same; and for some time the Frogs went about their business every day without taking the slightest notice of their new King Log lying in their midst. But this did not suit them, so they sent another petition to Jove, and said to him, "We want a real king; one that will really rule over us." Now this made Jove angry, so he sent among them a big Stork that soon set to work gobbling them all up. Then the Frogs repented when too late.

31. What is the story about?

- a. Frogs who wants King
- b. Frogs who want to be a king
- c. A king that turns into frog
- d. A king who wants frogs

32. "...Jove laughed at *their* croaking..."
line 5, what does *their* refer to?

- a. The frogs
- b. The lives
- c. The kings
- d. The logs

33. How did the frog live in the swamp firstly?

- a. Busy
- b. Happy
- c. Funny
- d. sad

34. Which of this word has similar meaning with log?

- a. Wood
- b. Plant
- c. Bamboo
- d. monster

35. Why did the frogs send another petition to Jove?

- a. Because they love to ask Jove
- b. Because Jove was so kind
- c. Because they didn't satisfied with the king
- d. Because they were too satisfied with the king

36. What can we learn from the story?

- a. Be thankful on what you have
- b. Be thankful to the one give you everything
- c. Don't make wish to Jove
- d. Don't believe in Jove

Text 7

A slave named Androcles once escaped from his master and fled to the forest. As he was wandering about there he came upon a Lion lying down moaning and groaning. At first he turned to flee, but finding that the Lion did not pursue him, he turned back and went up to him. As he came near, the Lion put out his paw, which was all swollen and bleeding, and Androcles found that a huge thorn had got into it, and was causing all the pain. He pulled out the thorn and bound up the paw of the Lion, who was soon able to rise and lick the hand of Androcles like a dog. Then the Lion took Androcles to his cave, and every day used to bring him meat from which to live. But shortly afterwards both Androcles and the Lion were captured, and the slave was sentenced to be thrown to the Lion, after the latter had been kept without food for several days. The Emperor and all his Court came to see the spectacle, and Androcles was led out into the middle of the arena. Soon the Lion was let loose from his den, and rushed bounding and roaring towards his victim. But as soon as he came near to Androcles he recognised his friend, and fawned upon him, and licked his hands like a friendly dog. The Emperor, surprised at this, summoned Androcles to him, who told him the whole story. Whereupon the slave was pardoned and freed, and the Lion let loose to his native forest. Gratitude is the sign of noble souls.

37. These statement are correct based on the story, except ...

- a. Androcles and the Lion are friends
- b. The Lion acted like a dog to Androcles
- c. The punishment for Androcles was to eat the Lion
- d. The emperor sentenced Androcles to be thrown to Lion

38. What happen to Androcles and Lion after they both captured?

- a. They weren't given any prize for surviving in the cave
- b. They weren't given any special rank in the palace
- c. They weren't given any food to eat
- d. They weren't given any money to buy things

39. Whereupon the slave was *pardoned* and freed....(line 14) The word pardoned has similar meaning with...

- a. Forgiven
- b. Allowed
- c. Freed
- d. Punished

40. What we can learn from the story?

- a. A good friend will always accompany everywhere
- b. A good deeds will always result in a good memory
- c. A good rank in society will save you from anything
- d. A good ability to survive in cave is important

Pre Test Questions

Read the text carefully and choose one right answer for each question.

Text 1

Two men were travelling together, when a bear suddenly met them on their path. One of them quickly climbed up a tree and hid among the branches. The other felt that he would be attacked, fell flat on the ground. The bear came up and felt him with his snout, and smelt him all over. The man held his breath and pretended to be dead. When the bear had left him, the other traveler came down out of the tree. With a clever grim, he approached his friend “Just what was it that Bear whispered in your ear?” His companion replied “never travel with a friend who leaves you at the approach of danger”

<http://www.taleswithmorals.com/aesop-fable-the-two-fellows-and-the-bear.htm>

1. What is the theme of the story?
 - a. Friendship
 - b. Animal care
 - c. Don't be afraid of bear
 - d. Forest hunting
2. Where do the story probably happen?
 - a. at the lake
 - b. at the forest
 - c. at the beach
 - d. at the city
3. How many character are mentioned in the story?
 - a. One
 - b. Two
 - c. Three
 - d. four
4. When the bear had left him, the... (line 3), what does him refer to?
 - a. The man who fell in the ground
 - b. The man who hid in the branch
 - c. The man who run to the forest
 - d. The man who hunt the bear
5. The word travel in this context has the similar meaning with this, except ...
 - a. Weekend
 - b. Voyage
 - c. Trip
 - d. Vacation

Text 2

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree. "Good-day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds." The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. "That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future. "Do not trust flatterers."

<http://www.taleswithmorals.com/aesop-fable-the-fox-and-the-crow.htm>

6. A Fox once saw a Crow fly off with a piece of cheese in **its** beak ... (line 1), what do its refer to?
 - a. Fox's
 - b. Crow's
 - c. Reynard's
 - d. Tree's
7. "how *bright* your eye" The word which has similar meaning with bright in this context..
 - a. Diligent
 - b. Shiny
 - c. Happy
 - d. Cute
8. What did the fox do to get cheese from the crow?
 - a. He snatched away the cheese
 - b. He asked to have the cheese
 - c. He made the crow throw the cheese
 - d. He sang a song for the crow
9. Is the crow female?
 - a. Yes, it does
 - b. Yes, it is
 - c. No, it doesn't
 - d. No, it isn't
10. Who is flatterers in the story above?
 - a. Queen of Bird
 - b. Mistress crow
 - c. Master fox
 - d. None

Text 3

One fine day it occurred to the Members of the Body that they were doing all the work and the Belly was having all the food. So they held a meeting, and after a long discussion, decided to strike work till the Belly consented to take its proper share of the work. So for a day or two, the Hands refused to take the food, the Mouth refused to receive it, and the Teeth had no work to do. But after a day or two the Members began to find that they themselves were not in a very active condition: the Hands could hardly move, and the Mouth was all parched and dry, while the Legs were unable to support the rest. So thus they found that even the Belly in its dull quiet way was doing necessary work for the Body, and that all must work together or the Body will go to pieces.

<http://www.taleswithmorals.com/the-belly-and-the-members.htm>

11. What is the text about?

- a. How body's work
- b. The strike of the legs
- c. Food distribution
- d. Discussion of the members

13. What happens when the belly didn't work?

- a. The members were all happy
- b. The members couldn't do their job
- c. The members lost belly
- d. The members were bored

12. Why did the members hold a meeting?

- a. Because the members wanted to have a food
- b. Because the members wanted a fair job
- c. Because the members loved belly
- d. Because the member hated belly

14. What can you learn from the story?

- a. You need to love your friend
- b. Friends are everything you have
- c. Don't hate your friend
- d. Don't be jealous to others

Text 4

A Man and his son were once going with their Donkey to market. As they were walking along by its side a countryman passed them and said: "You fools, what is a Donkey for but to ride upon?" So the Man put the Boy on the Donkey and they went on their way. But soon they passed a group of men, one of whom said: "See that lazy youngster, he lets his father walk while he rides." So the Man ordered his Boy to get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other: "Shame on that lazy lout to let his poor little son trudge along." Well, the Man didn't know what to do, but at last he took his Boy up before him on the Donkey. By this time they had come to the town, and the passersby began to jeer and point at them. The Man stopped and asked what they were scoffing at. The men said: "Aren't you ashamed of yourself for overloading that poor donkey of yours and your son?" The Man and Boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the donkey's feet to it, and raised the pole and the donkey to their shoulders. They went along amid the laughter of all who met them till they came to Market Bridge, when the Donkey, getting one of his feet loose, kicked out and caused the Boy to drop his end of the pole. In the struggle the

Donkey fell over the bridge, and his fore-feet being tied together he was drowned. "That will teach you," said an old man who had followed them: "Please all, and you will please none."

<http://www.taleswithmorals.com/aesop-fable-the-man-the-boy-and-the-donkey.htm>

- | | |
|--|---|
| <p>15. What happened to the donkey after a man and son met a countryman?</p> <ul style="list-style-type: none"> a. It was rode by the countryman b. It was rode by the son c. It was rode by the man d. None rode the donkey | <p>16. Which of following words has similar meaning with jeer?</p> <ul style="list-style-type: none"> a. Love b. Hate c. Laugh d. Cried |
| <p>17. After met a group of men, why did the man ordered his Boy to get off?</p> <ul style="list-style-type: none"> a. One of the men teased the man b. The boy wanted to walk by his own c. The man was angry to the boy d. The man wanted to ride the donkey | <p>18. What do you think about the character of the old man?</p> <ul style="list-style-type: none"> a. Honest b. Wise c. Lovely d. Caring |

Text 5

Patty the Milkmaid was going to market carrying her milk in a pail on her head. As she went along she began calculating what she would do with the money she would get for the milk. "I'll buy some fowls from Farmer Brown," said she, "and they will lay eggs each morning, which I will sell to the parson's wife. With the money that I get from the sale of these eggs I'll buy myself a new dimity frock and a chip hat; and when I go to market, won't all the young men come up and speak to me! Polly Shaw will be that jealous; but I don't care. I shall just look at her and toss my head like this. As she spoke she tossed her head back, the Pail fell off it, and all the milk was spilt. So she had to go home and tell her mother what had *occurred*. "Ah, my child," said the mother, "Do not count your chickens before they are hatched."

<http://www.taleswithmorals.com/aesop-fable-the-milkmaid-and-her-pail.htm>

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|---|--|
| <p>19. Where did the story probably happen?</p> <ul style="list-style-type: none"> a. In the country side b. In the city town c. In the beach d. In the down town | <p>21. These thing will be done by Patty once she got money, except...</p> <ul style="list-style-type: none"> a. Buying hat for her mother b. Buying dimity frock for herself c. Buying fowls for herself d. Buying another pail of milk |
|---|--|

20. I'll buy some fowls from farmer Brown, which of these animal has the same features with fowl?

- a. Hen and bird
- b. Hen and cock
- c. Hen and cow
- d. Cock and bird

22. What can we learn from the story?

- a. Don't ever try to count chicken on your home
- b. Don't count chicken by counting the eggs lay on the nest
- c. Don't be jealous with your own friend
- d. Don't assume that you will get something until you really have it.

23. The following statements are true about Patty the Milkmaid, except...

- a. She went to the market carrying pail of milk.
- b. She calculated what she would have if she got money.
- c. She was bringing a pail of milk on his hand.
- d. She told her mom on what happened to her.

Text 6

The Frogs were living as happy as could be in a marshy swamp that just suited them; they went splashing about caring for nobody and nobody troubling with them. But some of them thought that this was not right, that they should have a king and a proper constitution, so they determined to send up a petition to Jove to give them what they wanted. "Mighty Jove," they cried, "send unto us a king that will rule over us and keep us in order." Jove laughed at their croaking, and threw down into the swamp a huge log, which came down splash to the swamp. The Frogs were frightened out of their lives by the commotion made in their midst, and all rushed to the bank to look at the horrible monster; but after a time, seeing that it did not move, one or two of the boldest of them ventured out towards the Log, and even dared to touch it; still it did not move. Then the greatest hero of the Frogs jumped upon the Log and commenced dancing up and down upon it, thereupon all the Frogs came and did the same; and for some time the Frogs went about their business every day without taking the slightest notice of their new King Log lying in their midst. But this did not suit them, so they sent another petition to Jove, and said to him, "We want a real king; one that will really rule over us." Now this made Jove angry, so he sent among them a big Stork that soon set to work gobbling them all up. Then the Frogs repented when too late.

www.taleswithmorals.com/aesop-fable-the-frogs-desiring-a-king.htm

24. Why did the frogs send another petition to Jove?

- a. Because they love to ask Jove
- b. Because Jove was so kind
- c. Because they didn't satisfied with the king
- d. Because they were too satisfied with the king

26. What can we learn from the story?

- a. Be thankful on what you have
- b. Be thankful to the one give you everything
- c. Don't make wish to Jove
- d. Don't believe in Jove

25. What is the story about?

- a. Frogs who wants King
- b. Frogs who want to be a king
- c. A king that turns into frog
- d. A king who wants frogs

27. How did the frog live in the swamp firstly?

- a. Busy
- b. Happy
- c. Funny
- d. sad

Text 7

A slave named Androcles once escaped from his master and fled to the forest. As he was wandering about there he came upon a Lion lying down moaning and groaning. At first he turned to flee, but finding that the Lion did not pursue him, he turned back and went up to him. As he came near, the Lion put out his paw, which was all swollen and bleeding, and Androcles found that a huge thorn had got into it, and was causing all the pain. He pulled out the thorn and bound up the paw of the Lion, who was soon able to rise and lick the hand of Androcles like a dog. Then the Lion took Androcles to his cave, and every day used to bring him meat from which to live. But shortly afterwards both Androcles and the Lion were captured, and the slave was sentenced to be thrown to the Lion, after the latter had been kept without food for several days. The Emperor and all his Court came to see the spectacle, and Androcles was led out into the middle of the arena. Soon the Lion was let loose from his den, and rushed bounding and roaring towards his victim. But as soon as he came near to Androcles he recognised his friend, and fawned upon him, and licked his hands like a friendly dog. The Emperor, surprised at this, summoned Androcles to him, who told him the whole story. Whereupon the slave was pardoned and freed, and the Lion let loose to his native forest. Gratitude is the sign of noble souls.

<http://www.taleswithmorals.com/aesop-fable-androcles.htm>

28. These statement are correct based on the story, except ...

- a. Androcles and the Lion are friends
- b. The Lion acted like a dog to Androcles
- c. The punishment for Androcles was to eat the Lion
- d. The emperor sentenced Androcles to be thrown to Lion

29. What happen to Androcles and Lion after they both captured?

- a. They weren't given any prize for surviving in the cave
- b. They weren't given any special rank in the palace
- c. They weren't given any food to eat
- d. They weren't given any money to buy things

30. Where upon the slave was *pardoned* and freed....(line 14) The word pardoned has similar meaning with...

- a. Forgiven
- b. Allowed
- c. Freed
- d. Punished

Post Test Question Prototype

Read each of the text carefully and answer the question by selecting one of the best answer.

Text 1

By an unlucky chance a Fox fell into a deep well from which he could not get out. A Goat passed by shortly afterwards, and asked the Fox what he was doing down there. "Oh, have you not heard?" said the Fox; "there is going to be a great drought, so I jumped down here in order to be sure to have water by me. Why don't you come down too?" The Goat thought well of this advice, and jumped down into the well. But the Fox immediately jumped on her back, and by putting his foot on her long horns, it managed to jump up to the edge of the well. "Good-bye, friend," said the Fox, "remember next time, "Never trust the advice of a man in difficulties."

1. Where did the story happen?
 - a. In a lake
 - b. In a well
 - c. In a river
 - d. In a trap
2. These statement are true from the story, except...
 - a. A fox waited for the water since the drought will come soon
 - b. A goat was passed by to the place where the fox fell
 - c. The goat is tricked by the fox
 - d. The fox is tricked by the goat
3. What do you think of the character of the fox?
 - a. Witty
 - b. Funny
 - c. Lovely
 - d. Kind
4. What did happen to the goat after listening to fox's advice?
 - a. The goat ignored the fox's advice and keep walking.
 - b. The goat gave another advice to the fox.
 - c. The goat joined the fox in the well.
 - d. The goat played around with the fox.
5. Never *trust* the advice of a man in difficulties, *trust* here has the similar meaning with ...
 - a. Love
 - b. Listen
 - c. Hear
 - d. Believe

Text 2

Once, a fisherman named Batara Guru Sahala lived in the Batak land. One day, he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly. As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised that he would not tell anyone about it. They were happily married and had two daughters. Every morning, Sahala

went out fishing. One day, his daughters brought him his lunch. However, instead of bringing the food to their father, the girls ate it. When Sahala knew that, he became very angry. He shouted at them saying “You behaved exactly like the daughters of fish”. The girls didn’t know what their father said, then asked that to their mother when they arrived at home. Their mother was really upset hearing this and said that he would not apologize. Sahala for breaking his own promise. Suddenly, the earth began to shake, and the volcano started to erupt. The earth cracked and formed a big hole. It is said that the hole became Lake Toba.

6. What does this story belong to?
 - a. Fable
 - b. Legend
 - c. Science fiction
 - d. Historical fiction
7. How many characters were mentioned in the story?
 - a. One
 - b. Two
 - c. Three
 - d. Four
8. What is Batara Guru Sahala do to live?
 - a. He was a fisherman
 - b. He was a teacher
 - c. He was a monk
 - d. He was a farmer
9. Why Batara Guru Sahala was so surprised when caught the fish?
 - a. Because the fish was really beautiful
 - b. Because the fish could talk
 - c. Because the fish was so big
 - d. Because the fish could swim
10. Did Batara Guru Sahala keep his promise?
 - a. Yes, he does
 - b. Yes, he did
 - c. No, he doesn’t
 - d. No, he didn’t
11. These statements are correct based on the text, except....
 - a. The fish was actually a beautiful woman.
 - b. The fisherman has three daughters in the marriage with the woman.
 - c. The fisherman was so angry to his daughters.
 - d. The woman has two daughters in the marriage with the fisherman.
12. What we can learn from the story?
 - a. You need to keep your promise in any condition.
 - b. You need to call your daughter, children of fish.
 - c. You need to make your daughter follow your order.
 - d. You need to be able to cook food for your father.
13. Their mother was really upset, these words have the similar meaning to upset, except..
 - a. Sad
 - b. Disappointed
 - c. Unhappy
 - d. Pleased

Text 3

A Lion once fell in love with a beautiful maiden and proposed marriage to her parents. The old people did not know what to say. They did not like to give their daughter to the Lion, yet they did not wish to enrage the King of Beasts. At last the father said: "We feel highly honored by your Majesty's proposal, but you see our daughter is a tender young thing, and we fear that your affection might possibly do her some injury. Might I venture to suggest that your Majesty should have your claws removed, and your teeth extracted, then we would gladly consider your proposal again." The Lion was so much in love that he had his claws trimmed and his big teeth taken out. However, when he came again to the parents of the young girl, they simply laughed in his face, and told him to do his worst. The king of Beast has nothing after this.

14. Which of the following tittle that most suitable with the story?
 - a. A lion and a father of maiden
 - b. A lion in love
 - c. A father in love
 - d. A daughter in love
15. Which of these characters best described the father?
 - a. Smart and caring
 - b. Careless and smart
 - c. Caring and careless
 - d. Smart and powerful
16. How is the physical character of the daughter?
 - a. Young and strong
 - b. Strong and tender
 - c. Young and tender
 - d. Strong and powerful
17. Why did the people laugh at the lion?
 - a. Because Lion fell in love with the daughter
 - b. Because Lion couldn't harm people anymore
 - c. Because Lion has funny joke to people
 - d. Because Lion finally married the daughter
18. They did not wish to *enrage* the King of Beasts, *enrage* has the similar meaning with ...
 - a. provoke
 - b. evoke
 - c. control
 - d. remind

Text 4

Two neighbours came before Jupiter and prayed him to grant their hearts' desire. Now the one was full of greed, and the other eaten up with envy. So to punish them both, Jupiter granted that each might have whatever he wished for himself, but only on condition that his neighbour had twice as much. The greedy man prayed to have a room full of gold. No sooner said than done; but all his joy was turned to grief when he found that his neighbour had two rooms full of the precious metal. Then came the turn of the Envious man, who could not bear to think that his neighbour had any joy at all. So he prayed that he might have one of his own eyes put out, by which means his companion would become totally blind. Vices are their own punishment.

19. What is the story about?
 - a. Two people who got punishment from Jupiter
 - b. Two people who got joyful moment from Jupiter
 - c. Two people who have a good trait
 - d. Two people who can be set as example
20. What was the greedy man wish to Jupiter?
 - a. He wish he got beautiful wife
 - b. He wish he got house
 - c. He wish he got gold
 - d. He wish he got a precious room
21. Which of the following is true based on the story?
 - a. Jupiter was loving the greedy and envious man
 - b. The greedy man was the strongest character
 - c. Jupiter was the strongest character
 - d. The envious man was the strongest character
22. "all his joy was turned to grief", grief has similar meaning with...
 - a. Happiness
 - b. Sadness
 - c. Joyful
 - d. Faithfull
23.who could not bear to think that **his neighbor (line 6)**....., his neighbour here refer to...
 - a. The greedy man
 - b. Jupiter
 - c. The envious man
 - d. Saturn

Text 5

The Lion and the Fox went hunting together. The Lion, on the advice of the Fox, sent a message to the donkey, proposing to make an alliance between their two families. The donkey came to the place of meeting, overjoyed at the prospect of a royal alliance. But when he came there the Lion simply eat the donkey, and said to the Fox: "Here is our dinner for today. Watch you here while I go and have a nap. Don't dare to touch my prey." The Lion went away and the Fox waited; but finding that his master did not return, it go to take out the brains of the donkey and ate them up. When the Lion came back he soon noticed the absence of the brains, and asked the Fox in a terrible voice: "What have you done with the brains?" "Brains, your Majesty! It had none, or it would never have fallen into your trap." Wit has always an answer ready.

24. Which of the following characters best describe the lion?
 - a. Weak and pityfull
 - b. Strong and pitifull
 - c. Witty and strong
 - d. Strong and powerfull
25. Where did the story probably take place?
 - a. In the forest
 - b. In the desert
 - c. In the lake
 - d. In the beach
26. What did lion and fox do together?
 - a. They went on a vacation
 - b. They went on a journey
 - c. They went on a hunting
 - d. They went on a championship
27. What happen to the donkey after coming to the meeting place?
 - a. They could make connection with lion
 - b. They were eaten by lion
 - c. They were eating together with lion
 - d. They ate the fox
28. "Watch you here while I go and have a *nap*", which of these word has similar meaning to nap?
 - a. A short sleep
 - b. A short relaxation
 - c. A quick drink
 - d. A quick bathing
29. What happen to donkey' brain while the lion take a nap?
 - a. The fox saved the brain.
 - b. The fox sold the brain
 - c. The fox ate the brain
 - d. The fox threw the brain.
30. "It had none, or it would never have fallen into your trap".(line 8) What does It refer to?
 - a. The fox
 - b. The donkey
 - c. The lion
 - d. The reader

Text 6

"Oh Father," said a little Frog to the big one sitting by the side of a pool, "I have seen such a terrible monster! It was as big as a mountain, with horns on its head, and a long tail, and it had hoofs divided in two." "Tush, child, tush," said the old Frog, "that was only Farmer White's Ox. It isn't so big either; he may be a little bit taller than I, but I could easily make myself quite as broad; just you see." So he blew himself out, and blew himself out, and blew himself out. "Was he as big as that?" asked he. "Oh, much bigger than that," said the young Frog. Again the old one blew himself out, and asked the young one if the Ox was as big as that. "Bigger, father, bigger," was the reply. So the Frog took a deep breath, and blew and blew and blew, and swelled and swelled and swelled. And then he said: "I'm sure the Ox is not as big as..... But at this moment he burst. Self-conceit may lead to self-destruction."

- | | |
|---|--|
| <p>31. How many character are mentioned in the story?</p> <ul style="list-style-type: none"> a. One b. Two c. Three d. Four | <p>34. These statement are correct based on the story except...</p> <ul style="list-style-type: none"> a. Father thought that he could be bigger than Ox b. The son tried to impress his father c. Father tried to impress his son d. None wanted to impress anybody |
| <p>32. Where did the story probably happen?</p> <ul style="list-style-type: none"> a. In a well b. In a pool c. In a bath d. In a river | <p>35. What can we learn from the story?</p> <ul style="list-style-type: none"> a. Don't be too confident b. Don't be too rude c. Don't be too scared d. Don't be too obedient |
| <p>33. How is the character of father frog in the story?</p> <ul style="list-style-type: none"> a. Kind hearted b. Down to earth c. Selfish d. Arrogant | |

Text 7

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest. "Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?" "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same." "Why bother about winter?" said the Grasshopper; we have got plenty of food at present."

But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for the days of necessity.

36. These statements are all wrong based on the text, except...
 - a. The grasshopper was preparing food for winter
 - b. The grasshopper listened to what ant said
 - c. The grasshopper knew that ant was right
 - d. The grasshopper wanted to steal Ant's food
37. What did Ant advised to grasshopper?
 - a. Ant advised grasshopper to get some food saved.
 - b. Ant advised grasshopper to get some food stolen.
 - c. Ant advised grasshopper to get some food eaten.
 - d. Ant advised grasshopper to get some food given.
38. Why grasshopper didn't do what Ant said?
 - a. Grasshopper thought that ant was joking around
 - b. Grasshopper thought that the food was plenty
 - c. Grasshopper thought that he could ask some from Ant
 - d. Grasshopper thought that ant just a liar
39. What happened to grasshopper during the winter?
 - a. It suffered by hunger
 - b. It had a lively live
 - c. It scolded by ant
 - d. It suffered cold
40. We have plenty of food at present, the similar meaning of *plenty* is ...
 - a. Some
 - b. Little
 - c. Many
 - d. Tiny

Post Test Question

Read each of the text carefully and answer the question by selecting one of the best answer.

Text 1

By an unlucky chance a Fox fell into a deep well from which he could not get out. A Goat passed by shortly afterwards, and asked the Fox what he was doing down there. "Oh, have you not heard?" said the Fox; "there is going to be a great drought, so I jumped down here in order to be sure to have water by me. Why don't you come down too?" The Goat thought well of this advice, and jumped down into the well. But the Fox immediately jumped on her back, and by putting his foot on her long horns, it managed to jump up to the edge of the well. "Good-bye, friend," said the Fox, "remember next time, "Never trust the advice of a man in difficulties."

<http://www.taleswithmorals.com/aesop-fable-the-fox-and-the-goat.htm>

1. Where did the story happen?
 - a. In a lake
 - b. In a well
 - c. In a river
 - d. In a trap
2. What do you think of the character of the fox?
 - a. Witty
 - b. Funny
 - c. Lovely
 - d. Kind
3. What did happen to the goat after listening to fox's advice?
 - a. The goat ignored the fox's advice and keep walking.
 - b. The goat gave another advice to the fox.
 - c. The goat joined the fox in the well.
 - d. The goat played around with the fox.
4. Never *trust* the advice of a man in difficulties, *trust* here has the similar meaning with ...
 - a. Love
 - b. Listen
 - c. Hear
 - d. Believe

Text 2

Once, a fisherman named Batara Guru Sahala lived in the Batak land. One day, he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly. As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised that he would not tell anyone about it. They were happily married and had two daughters. Every morning, Sahala went out fishing. One day, his daughters brought him his lunch. However, instead of bringing the food to their father, the girls ate it. When Sahala knew that, he became very angry. He shouted at

them saying “You behaved exactly like the daughters of fish”. The girls didn’t know what their father said, then asked that to their mother when they arrived at home. Their mother were really upset hearing this and said that he would not apologize Sahala for breaking his own promise. Suddenly, the earth began to shake, and the volcano started to erupt. The earth cracked and formed a big hole. It is said that the hole became Lake Toba.

<http://www.taleswithmorals.com/the-legend-of-Toba-lake.htm>

5. What does this story belong to?
 - a. Fable
 - b. Legend
 - c. Science fiction
 - d. Historical fiction
6. How many characters were mentioned in the story?
 - a. One
 - b. Two
 - c. Three
 - d. Four
7. Did Batara Guru Sahala keep his promise?
 - a. Yes, he does
 - b. Yes, he did
 - c. No, he doesn’t
 - d. No, he didn’t
8. These statements are correct based on the text, except....
 - a. The fish was actually a beautiful woman.
 - b. The fisherman has three daughters in the marriage with the woman.
 - c. The fisherman was so angry to his daughters.
 - d. The women has two daughters in the marriage with the fisherman.
9. What we can learn from the story?
 - a. You need to keep your promise in any condition.
 - b. You need to call your daughter, children of fish.
 - c. You need to make your daughter follow your order.
 - d. You need to be able to cook food for your father.
10. Their mother were really upset, these words have the similar meaning to upset, except..
 - a. Sad
 - b. Disappointed
 - c. Unhappy
 - d. Pleased

Text 3

A Lion once fell in love with a beautiful maiden and proposed marriage to her parents. The old people did not know what to say. They did not like to give their daughter to the Lion, yet they did not wish to enrage the King of Beasts. At last the father said: "We feel highly honored by your Majesty's proposal, but you see our daughter is a tender young thing, and we fear that your affection might possibly do her some injury. Might I venture to suggest that your Majesty should

have your claws removed, and your teeth extracted, then we would gladly consider your proposal again." The Lion was so much in love that he had his claws trimmed and his big teeth taken out. However, when he came again to the parents of the young girl, they simply laughed in his face, and told him to do his worst. The king of Beasts has nothing after this.

<http://www.taleswithmorals.com/aesop-fable-the-lion-in-love.htm>

11. How is the physical character of the daughter?
 - a. Young and strong
 - b. Strong and tender
 - c. Young and tender
 - d. Strong and powerful
12. Why did the people laugh at the lion?
 - a. Because Lion fell in love with the daughter
 - b. Because Lion couldn't harm people anymore
 - c. Because Lion has funny joke to people
 - d. Because Lion finally married the daughter
13. They did not wish to *enrage* the King of Beasts, *enrage* has the similar meaning with ...
 - a. provoke
 - b. evoke
 - c. control
 - d. remind

Text 4

Two neighbours came before Jupiter and prayed him to grant their hearts' desire. Now the one was full of greed, and the other eaten up with envy. So to punish them both, Jupiter granted that each might have whatever he wished for himself, but only on condition that his neighbour had twice as much. The greedy man prayed to have a room full of gold. No sooner said than done; but all his joy was turned to grief when he found that his neighbour had two rooms full of the precious metal. Then came the turn of the Envious man, who could not bear to think that his neighbour had any joy at all. So he prayed that he might have one of his own eyes put out, by which means his companion would become totally blind. Vices are their own punishment.

<http://www.taleswithmorals.com/aesop-fable-avaricious-and-envious.htm>

14. What is the story about?
- Two people who got punishment from Jupiter
 - Two people who got joyful moment from Jupiter
 - Two people who have a good trait
 - Two people who can be set as example
15. Which of the following is true based on the story?
- Jupiter was loving the greedy and envious man
 - The greedy man was the strongest character
 - Jupiter was the strongest character
 - The envious man was the strongest character
16. "all his joy was turned to grief", grief has similar meaning with...
- Happiness
 - Sadness
 - Joyful
 - Faithfull
17.who could not bear to think that **his neighbor (line 6)**....., his neighbour here refer to...
- The greedy man
 - Jupiter
 - The envious man
 - Saturn

Text 5

The Lion and the Fox went hunting together. The Lion, on the advice of the Fox, sent a message to the donkey, proposing to make an alliance between their two families. The donkey came to the place of meeting, overjoyed at the prospect of a royal alliance. But when he came there the Lion simply eat the donkey, and said to the Fox: "Here is our dinner for today. Watch you here while I go and have a nap. Don't dare to touch my prey." The Lion went away and the Fox waited; but finding that his master did not return, it go to take out the brains of the donkey and ate them up. When the Lion came back he soon noticed the absence of the brains, and asked the Fox in a terrible voice: "What have you done with the brains?" "Brains, your Majesty! It had none, or it would never have fallen into your trap." Wit has always an answer ready.

<http://www.taleswithmorals.com/aesop-fable-the-fox-and-the-lion.htm>

18. Which of the following characters best describe the lion?
- Weak and pityfull
 - Strong and pitifull
 - Witty and strong
 - Strong and powerfull
20. What happen to the donkey after coming to the meeting place?
- They could make connection with lion
 - They were eaten by lion
 - They were eating together with lion
 - They ate the fox

19. What did lion and fox do together?
- They went on a vacation
 - They went on a journey
 - They went on a hunting
 - They went on a championship
21. "Watch you here while I go and have a *nap*", which of these word has similar meaning to nap?
- A short sleep
 - A short relaxation
 - A quick drink
 - A quick bathing
22. What happen to donkey' brain while the lion take a nap?
- The fox saved the brain.
 - The fox sold the brain
 - The fox ate the brain
 - The fox threw the brain.
23. "It had none, or it would never have fallen into your trap".(line 8) What does It refer to?
- The fox
 - The donkey
 - The lion
 - The reader

Text 6

"Oh Father," said a little Frog to the big one sitting by the side of a pool, "I have seen such a terrible monster! It was as big as a mountain, with horns on its head, and a long tail, and it had hoofs divided in two." "Tush, child, tush," said the old Frog, "that was only Farmer White's Ox. It isn't so big either; he may be a little bit taller than I, but I could easily make myself quite as broad; just you see." So he blew himself out, and blew himself out, and blew himself out. "Was he as big as that?" asked he. "Oh, much bigger than that," said the young Frog. Again the old one blew himself out, and asked the young one if the Ox was as big as that. "Bigger, father, bigger," was the reply. So the Frog took a deep breath, and blew and blew and blew, and swelled and swelled and swelled. And then he said: "I'm sure the Ox is not as big as..... But at this moment he burst. Self-conceit may lead to self-destruction.

<http://www.taleswithmorals.com/aesop-fable-the-frog-and-the-ox.htm>

24. How many character are mentioned in the story?
- One
 - Two
 - Three
 - Four
26. How is the character of father frog in the story?
- Kind hearted
 - Down to earth
 - Selfish
 - Arrogant
25. Where did the story probably happen?
- In a well
 - In a pool
 - In a bath
 - In a river
27. What can we learn from the story?
- Don't be too confident
 - Don't be too rude
 - Don't be too scared
 - Don't be too obidient

Text 7

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest. "Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?" "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same." "Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for the days of necessity.

<http://www.taleswithmorals.com/aesop-fable-the-ant-and-the-grasshopper.htm>

28. What did Ant advised to grasshopper?
 - a. Ant advised grasshopper to get some food saved.
 - b. Ant advised grasshopper to get some food stolen.
 - c. Ant advised grasshopper to get some food eaten.
 - d. Ant advised grasshopper to get some food given.

29. What happened to grasshopper during the winter?
 - a. It suffered by hunger
 - b. It had a lively live
 - c. It scolded by ant
 - d. It suffered cold

30. We have plenty of food at present, the similar meaning of *plenty* is ...
 - a. Some
 - b. Little
 - c. Many
 - d. Tiny

STUDENTS VIII B SCORES

NO	NAMA	Pretest Score	Posttest Score
1	Adhistinka Jiananda	6,33	7,33
2	Agnes Oktavi Nugraheni	6	7,33
3	Alya Demara Ashila	5,67	8,67
4	Anita Maharani	7	7,33
5	Chairend Fahmi Siregar	7	7,33
6	Chandra Purba Khautal	6,33	-
7	Chikal Fajar Sumawang	6,33	7,67
8	Dandi Dwi Prasetyo	6	-
9	Disa Yunara Anindi	7	7
10	Fattah Fahmi Aziz	6	7,33
11	Habib Majid Sururi	6,67	-
12	Hana Kumalawati	7,33	7
13	Helmi Fairuz Ikbar	6,33	8
14	Intan Puspa Negara	5,33	6,33
15	Melany Dian Eka Putri	7	7
16	Muhammad Zhafran Haidar Muttaqin	6,67	8,33
17	Nindy Revamariska Khoiri Nurlail	7,33	8,33
18	Nur Rahmad Hanafi	6,67	8
19	Patristika Megatiara	5,67	7
20	Rani Timur Mumpuni	3,67	4,33
21	Retno Wiyati	4,67	6,33
22	Sonya Niken Puspa	6	8,33
23	Taufik Gilang Ramadhan	6,67	7,67
24	Viola Fretta Priscilla	6,67	7
	Mean	6,1	7,1

OBSERVATION CHECKLIST ON THE TEACHING AND LEARNING PROCESS

Filled by the collaborator

No.	Observation Items	Meetings				
		1	2	3	4	5
1.	Pre-teaching					
	The researcher greets the students	√	√	√	√	√
	The researcher responds to the students' greeting	√	√	√	√	√
	The researcher asks whether there are any questions about the last material	√	√	√	√	√
	The researcher explains the goal of teaching	√	√	√	√	√
	The researcher gives the outline of the materials		√	√	√	√
2.	Whilst Teaching					
	The students are ready to learn		√	√	√	√
	The students read the text	√	√	√	√	√
	The students do the comprehension question		√		√	√
	The researcher gives the explanation	√	√		√	
	The researcher give a chance to the students to asks questions or give opinions	√	√	√	√	√
	The research checks the students' understanding	√	√		√	√
	The researcher divides the students into some groups			√	√	
	The researcher explains the instruction of the tasks	√	√	√	√	√
	The students discuss the task given with their friends			√	√	

	The students practice guessing meaning on the context		√	√	√	√
	The students become the volunteers at the class			√	√	
3.	Post Teaching					
	The researcher summarizes the materials given	√	√	√	√	√
	The students and researcher make a reflection towards the teaching and learning process	√	√	√	√	√
	The researcher gives a preview of the upcoming materials	√	√	√	√	
	The researcher gives feedback towards the students' performance	√	√	√	√	√
4.	Structure Strategy					
	The students read the text thoroughly.	√	√	√	√	√
	The students transfer the information from the texts to diagram structure strategy.		√	√	√	
	The students actively involved in the discussion on story cards.				√	

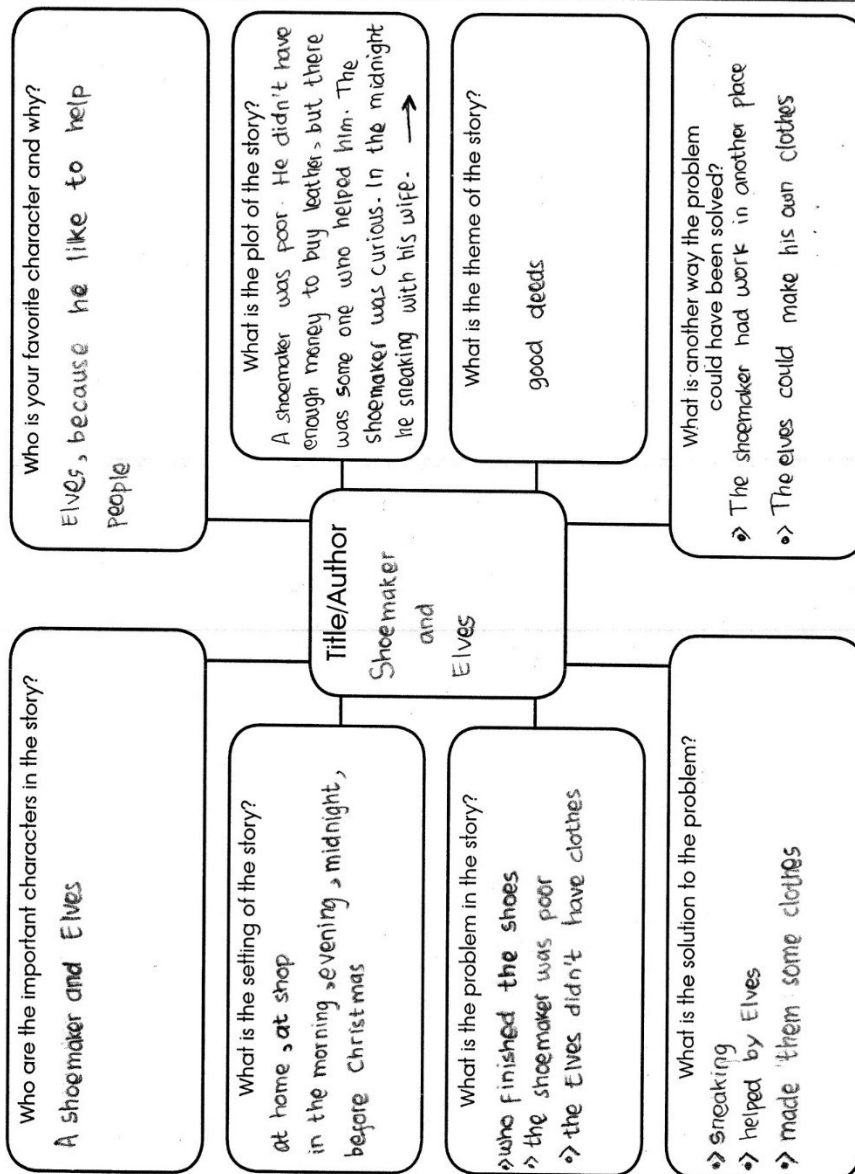
(Adapted from Ilmi, Annisa Nurul, 2012)

Students' Diagram Structure Strategy

Name Alya Demara Ashila

Story Mapping

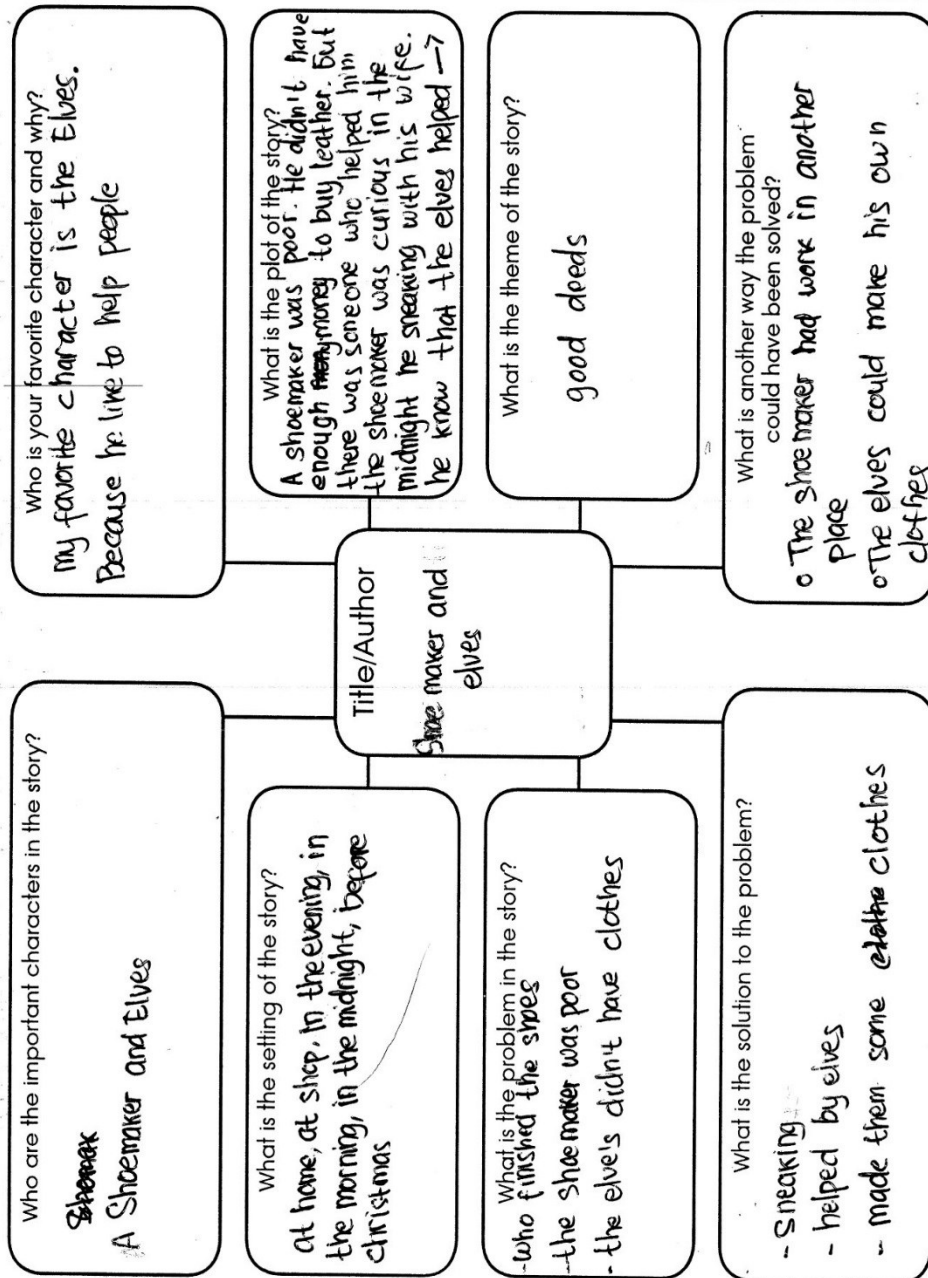
C.009.SS3



Name PATRISTIKA MEGATIARA /19/VIII B

Story Mapping

C.009.SS3



Name Fattah Fahmi Aziz 8B / 10

Story Mapping

C.009.SSI

Title and Author

A barn on a farm

Charlotte
(spider)

Character

Wilbur
(pig)

Character

other
farm
animal

Character

farm

Setting

Problem: Wilbur is in danger of being killed for food

Event	Charlotte (spider), Wilbur (pig) and other farm animals
Event	Wilbur is in danger of being killed for food
Event	Charlotte uses web to write wonderful things about Wilbur
Event	A pig avoids being killed with the help of a friend

moral value




~~evaluation~~: friendship can help to overcome challenges

Name Muhammad Zafar Haidar Muttagin / VIII B / 16.

Story Mapping

C.009.SSI

Title and Author <u>Lion and Mouse</u>

 Lion	 Mouse	
Character	Character	Character

<u>In the Jungle</u> Setting

Problem: Lion gets caught in a trap

Event	There live Lion and Mouse in the jungle.
Event	Lion gets caught in a trap
Event	Mouse saves a Lion
Event	Mouse frees Lion from trap by eating the ropes.

Solution: Even the weak and small can be of great help / we may not selected to help each other.

Name Habib Majid S.

Story Mapping

C.009.SSI

Title and Author

Three Pigs.

Three Pigs	wolf.	
Character	Character	Character

setting : in country

Problem: Wolf blows down two houses

Event	wolf blows down two house
Event	the third house was made of bricks.
Event	a pig avoids being killed with the help of a friend.
Event	Three pigs outsmart a wolf.

Solution: Smart thinking wins over physical bullying.

Name

INTAN PUSPA NEGARA

8B/14

Story Mapping

C.009.SSI

Title and Author

Snow White and the Seven Dwarfs

Snow White

Character

evil stepmother

Character

a prince,
seven dwarfs

Character

cottage in the forest

Setting

Problem: evil stepmother tries to get rid of snow white, snow white
eats a poisoned apple and falls asleep

Event

cottage in the forest evil stepmother tries to get
rid of snow white

Event

snow white eats a poisoned apple and fall asleep

Event

a prince wake up snow white

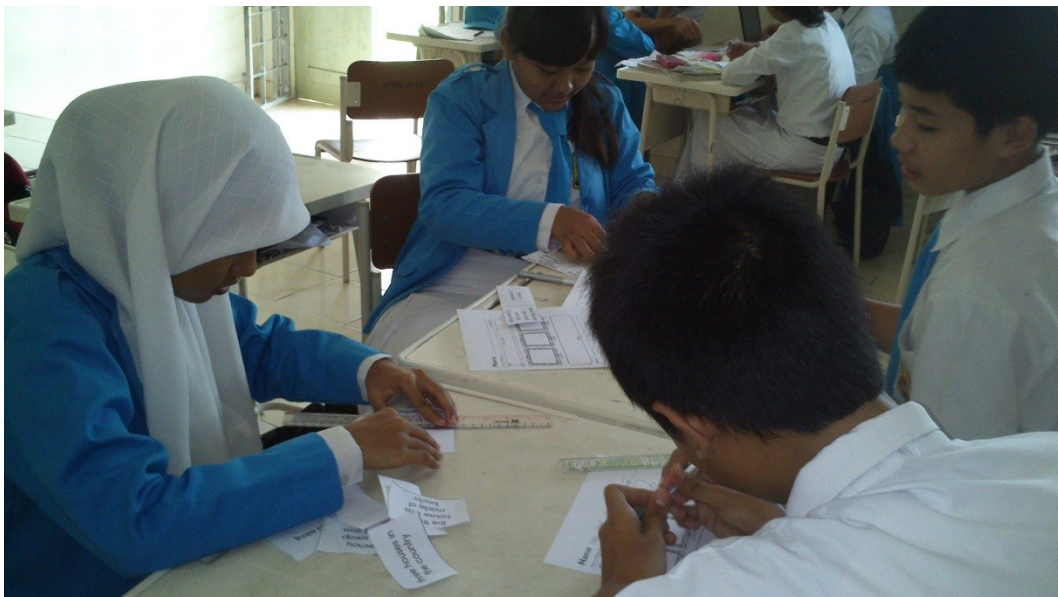
Event

Solution: love is powerfull
Moral Value :

PICTURES



The researcher explained the structure strategy



The students cut and attached the story cards to the structure strategy diagram.

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI
 Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>
FRM/FBS/33-01
10 Jan 2011

Nomor : 0355d/UN.34.12/DT/IV/2013
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

9 April 2013

Kepada Yth.
 Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Provinsi DIY
 Kompleks Kepatihan-Danurejan, Yogyakarta
 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Using Structure Strategy to Improve Reading Comprehension of Grade VIII Students of SMP I Wonosari

Mahasiswa dimaksud adalah :

Nama : FITRI APRILIYANI
 NIM : 09202241044
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : April – Juni 2013
 Lokasi Penelitian : SMP I Wonosari

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
 NIP 19670704 199312 2 001



PEMERINTAH KABUPATEN GUNUNGKIDUL

KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jalan Brigien Katamso No. 1 Tlb (0274) 391942 Wonosari 55812

SURAT KETERANGAN / IJIN

Nomor : 247/KPTS/TV/2013

Membaca : Surat dari Setda Provinsi DIY, Nomor : 070/3024/V/4/2013 Tanggal 09 April 2013, hal : Izin Penelitian

Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;
3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;

Dijijinkan kepada :
Nama : **FITRI APRILIYANI NIM. 09202241044**
Fakultas/Instansi : Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
Alamat Instansi : Karangmalang Yogyakarta
Alamat Rumah : Karangijo Kulon, RT.05/RW.01, Ponjong, Gunungkidul
Keperluan : Ijin penelitian untuk Tesis dengan judul " USING STRUCTURE STRATEGY TO IMPROVE READING COMPREHENSION OF GRADE VIII STUDENTS OF SMP 1 WONOSARI "

Lokasi Penelitian : SMP 1 Wonosari
Dosen Pembimbing : Jamilah, MPd
Waktunya : Tanggal 15 April 2013 s/d 15 Juli 2013
Dengan ketentuan :
1. Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kabupaten Gunungkidul).
4. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah.
5. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
6. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas. Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari
Pada Tanggal : 15 April 2013

BUPATI GUNUNGKIDUL
KANTOR PENANAMAN MODAL
DAN PELAYANAN TERPADU
Drs. AZIS SALEH
20130660603 198602 1 002

Tembusan disampaikan kepada Yth.

1. Bupati Gunungkidul (sebagai laporan);
2. Kepala BAPPEDA Kab. Gunungkidul;
3. Kepala Kantor Kesbangpol Kab. Gunungkidul;
4. Kepala Dinas Pendidikan Kab. Gunungkidul;
5. Kepala SMP 1 Wonosari Kab. Gunungkidul;;
6. Arsip.



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA

SMP NEGERI 1 WONOSARI

Jl. Kolonel Sugiyono 35 B Wonosari Gunungkidul Daerah istimewa Yogyakarta 55801
Telp. (0274) 391039, 392823 Fax (0274) 391039

SURAT KETERANGAN

Nomor : 070 / 0162

Yang bertanda tangan di bawah ini :

Nama : Bambang Pracaya, S.Pd.MM.
NIP : 19631006 198403 1 003
Pangkat/Gol.Ruang : Guru Madya, Gol. IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 1 Wonosari Gunungkidul
Daerah Istimewa Yogyakarta

dengan ini menerangkan bahwa

Nama : FITRI APRILIYANI
NIM : 09202241044
Fakultas/Instansi : Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
Alamat Instansi : Karangmalang, Yogyakarta
Alamat Rumah : Karangijo Kulon, RT. 05 RW. 01, Ponjong, Gunungkidul

Telah selesai melakukan penelitian di SMP Negeri 1 Wonosari Gunungkidul Daerah Istimewa Yogyakarta yang dimulai tanggal 22 April s/d 20 Mei 2013 dengan Judul " **USING STRUCTURE STRATEGY TO IMPROVE READING COMPREHENSION OF GRADE VIII STUDENTS OF SMP 1 WONOSARI** "

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wonosari, 20 Mei 2013

Kepala Sekolah,



BAMBANG PRACAYA, S.Pd. MM.
NIP 19631006 198403 1 003



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/3024N/4/2013

Membaca Surat : Kasubbag. Pendidikan FBS UNY Nomor : 0355d/UN.34.12/ DT/IV/2013
Tanggal : 09 April 2013 Perihal : Ijin Penelitian

Mengingat :

1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : FITRI APRILIYANI NIP/NIM : 09202241044
 Alamat : KARANGMALANG, YOGYAKARTA
 Judul : USING STRAUTURE STRATEGY TO IMPROVE READING COMPREHENSION OF
 GRADE VIII STUDENTS OF SMP I WONOSARI
 Lokasi : SMP I WONOSARI Kota/Kab. GUNUNG KIDUL
 Waktu : 09 April 2013 s/d 09 Juli 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan ditubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib menaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 09 April 2013
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Gunung Kidul c/q KPPTSP
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan

